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# EDUCATING FOR TOMORROW

## NEW EXPECTATIONS FOR COLLEGE ADMISSIONS

REPORT OF THE TASK FORCE ON
ADMISSION STANDARDS

JUNE 1995

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COORDINATING COUNCIL

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# Executive Summary

The Higher Education Coordinating Council adopted *Using Coordination and Collaboration to Address Change* as its operating plan in 1994. Among its five objectives is the goal of raising expectations and results of student performance. The Task Force on Admission Standards was established in February 1995 to address this objective.

> *The charge of the Task Force on Admission Standards is to examine existing policies and practices at the public institutions and their relation to retention, graduation, transfer and other measures of student success. It is expected that the Task Force will examine trends at the University of Massachusetts campuses, the State Colleges and the Community Colleges and make recommendations that are appropriate to the uniqueness of each segment while promoting collaboration as a system of higher education in the Commonwealth. Changing demographics, new technologies and the need for greater efficiency should also be considered by the Task Force in its recommendations for raising expectations and improving student performance.*

The Task Force reviewed and discussed existing state and campus admission policies. Presentations were made to the Task Force on demographic changes anticipated in Massachusetts, the utility of measures of academic achievement (standardized tests, class rank, GPA) and admission activities in other states. A survey of current admission practices at the public campuses was conducted and freshman and transfer application and enrollment data on the University of Massachusetts campuses and the State Colleges were reviewed by the Task Force.

## Findings

The findings suggest that although the Board of Regents' Admission Standards (1984) influence campuses practices, they do not serve as the minimum requirement for admission. More significantly, the statewide standards are increasingly less appropriate. Student applicants are increasingly non traditional and a significant number of students are admitted as exemptions. Academic course requirements remain important in determining admission eligibility, but class rank is often not provided. The Education Reform Act of 1993 will significantly impact student college admission evaluations as competencies become the standard for high school graduation.

Less rigorous admission standards were practiced when applications declined between 1988 and 1993 and neither the Regents nor the Council used the Admissions Monitoring System (AMS) to conduct regular analysis of admissions data. Changes in the demography of Massachusetts will result in an increasing number of students

seeking admission to higher education institutions and a larger proportion of these students will be from racial and ethnic minority groups.

## Guiding Principles

System-wide admission standards are intended to provide minimum standards for admission at the campuses and contribute to success and graduation. **It is important that each campus make explicit how it complies with state policy and how it enhances its individual mission through its admission practices.** Massachusetts public higher education must be committed to excellence, access and success. Information on admission standards must be widely published and informative. Exceptions to admission standards should be limited and clearly justified. Finally, the relationship between secondary schools and higher education in the Commonwealth should be structured to promote transition for students.

## Recommendations

Guided by the charge of the Task Force on Admission Standards, and the principles determined to be essential to sound admission policies, the following recommendations are submitted to the Council:

1. The Higher Education Coordinating Council should adopt a new admissions policy which establishes baseline standards for the system. Following adoption of system-wide standards, the Council should direct the University and State Colleges to review and revise campus policies and practices to comply with these standards. The campuses should be required to submit for approval by the Council, new admission policies by January 1996.
2. There should be different admission standards for:
   A. freshman applying directly from high school or transferring students who have earned less than 30 units of college credit.
   B. transfer students with 24 or more transferable college credits.
   C. non-traditional students or adult learners (at least 3 years out of high school).
3. Admissions by exemption should be limited to 15% of all newly enrolled students. The exemption category should be categorized into at least four groups:
   A. learning disabled students
   B. students to improve diversity
   C. athletes
   D. special talent

   Exemption categories must be clearly defined by each campus.

4. Community Colleges should continue to require a high school diploma or G.E.D. as a minimum standard for general admission and comply with federal Ability To Benefit regulations. They should establish appropriate standards for highly competitive programs which they should submit to the Council for approval. It is recognized that adjustments to community college general admission standards may be required for graduates of Massachusetts' high schools if graduation standards are modified.

5. The University and State Colleges should upgrade "academic unit" requirements. These should include a baseline on curriculum requirements by subject matter, both core courses and electives, and the level of courses recommended for success at college level work.

6. The Higher Education Coordinating Council should monitor compliance with systemwide admission standards, in addition to approving campus standards. Biennial evaluations of the relationship between admission standards and retention and graduation at the campuses should be submitted to the Council by the University and the State Colleges.

7. The State should establish and fund an incentive program to attract students who demonstrate excellence to public institutions. Each campus should be allowed to define excellence in areas of academic, artistic and community service.

8. The State should hold harmless for 3 years, the budgets of campuses which experience declining enrollments despite efforts to enhance standard recruitment, because of increased admission standards.

9. The enrollment of out-of-state students should be encouraged, but limited to numbers which ensure that the majority of enrolled undergraduate students are Massachusetts residents. Admission requirements for non-resident students should be equal or higher than for resident students.

10. The Higher Education Coordinating Council should establish an advisory committee with the Department of Education to plan for anticipated changes in high school graduation requirements and their implication on college and university admission standards. The advisory committee should include representatives from campuses and schools and should reflect a broad range of perspectives.

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## Introduction

In September 1994, the Higher Education Coordinating Council adopted *Using Coordination and Collaboration to Address Change* as its operating plan. Among its five objectives is the goal of raising expectations and results of student performance. It is the responsibility of the Council to review admission and program standards as they are submitted by the campus Boards of Trustees for each campus. The last published admission standards were promulgated by the Board of Regents of Higher Education in 1985 and described in a pamphlet entitled *Plan Now for College Success: A Guide for Students and Parents*. With implementation of the Massachusetts Education Reform Act of 1993, changes are expected in K-12 education which will affect admissions requirements for postsecondary education. The Council must be prepared to provide direction to the colleges and university in planning for the next generation of college attendees.

In February 1995, a Task Force on Admission Standards was appointed whose membership included representatives from higher education and community leaders. They were asked to review the current Board of Regents policy and to offer guidelines for improving the quality of students enrolling in public higher education.

The Chancellor of the Higher Education Coordinating Council directed the Task Force as follows:

> *The charge of the Task Force on Admission Standards is to examine existing policies and practices at the public institutions and their relation to retention, graduation, transfer and other measures of student success. It is expected that the Task Force will examine trends at the University of Massachusetts campuses, the State Colleges and the Community Colleges and make recommendations that are appropriate to the uniqueness of each segment while promoting collaboration as a system of higher education in the Commonwealth. Changing demographics, new technologies and the need for greater efficiency should also be considered by the Task Force in its recommendations for raising expectations and improving student performance.*

To achieve its objectives, the Task Force met bi-weekly from February to May and reviewed, with campus representatives, existing admission policies. Presentations were made on admission standards in other states, testing and assessment strategies and applications, demographic changes in Massachusetts, educational reform and transition from high school to college, and information was distributed describing existing transfer agreements between schools and campuses and colleges and universities. A survey was conducted to gather information on current policies and practices at the University campuses and the State Colleges. Admission data were verified by the campuses to determine trends and construct campus profiles. Information from the survey questionnaire and statistical data are presented in appendices.

The goal of the Task Force was to examine the current state of admissions in public higher education institutions in Massachusetts and develop policy recommendations for the Council to consider in planning for the next century. It is the responsibility of the Council, in collaboration with the campuses, to develop standards which will achieve system-wide policy standards (MGL, Chapter 15A, Sec. 9H).

## Historical Background

In 1984 the Massachusetts Board of Regents adopted *Minimum Admissions Standards For Public Baccalaureate Colleges and Universities*. This policy was the foundation for the development of a system-wide statement of admission requirements to all four-year public institutions. The admission policy was based on the *Long Range Plan for Public Higher Education in Massachusetts* (1982) which emphasized three guiding principles: access, quality, and diversity. The system-wide admission policy was intended to promote these principles.

Access was defined in terms of a system which guarantees access to public higher education through (1) open admissions to community colleges, (2) a commitment to increasing enrollment from minority groups, and (3) transfer opportunities from community colleges to public four-year institutions. Quality was addressed through the establishment and implementation of admissions standards at the four-year institutions which included completion of college preparatory courses and other academic courses that would prepare students for the challenges of a complex and technological society. Finally, diversity was planned through differentiated missions for Community Colleges, State Colleges and the University.

When the policy statement was adopted, campuses were allowed to phase in the standards through 1987. One of the major intents of the Admission Standards was to adopt more stringent requirements that would ultimately enhance the public image of the entire public sector.

In November 1988, the Board of Regents' Academic, Faculty, and Student Affairs Committee reviewed a staff report on the status of the Admissions Standards. The report recommended that Regents' staff:

- collect and analyze information on enrolled students;
- reaffirm and modify admissions standards following a review in December 1988; and,
- conduct a validity study of the effectiveness of standards in predicting college success for all students.

An Advisory Committee was established to work with staff and advise the Chancellor on important issues. Massive budget reductions and a reorganization of higher education occurred between 1988 and 1991. No changes were made in the admission policy.

## Current Policy

The Admission Policy adopted by the Board of Regents has two parts: (1) Academic Unit Requirements; and, (2) an Admissions Eligibility Index. Students are required to complete successfully a minimum of sixteen college preparatory course units. These courses are important when evaluating a student's preparation for college-level work. They are:

| Academic Unit Requirements | |
|---|---|
| English | 4 units |
| Mathematics | 3 units (Algebra I & II, Geometry/Trigonometry) a fourth year of math is recommended for students interested in college physics or engineering |
| Sciences | 2 units (college preparatory w/lab, such as Biology, Chemistry, Physics) |
| Social Sciences | 2 units (one year of U.S. history) |
| Foreign Language | 2 units (of a single language, three years recommended) |
| Electives | 3 units (choose from subjects listed above or Computer Science, Arts and Humanities) |

The Admissions Eligibility Index combines SAT scores and high school class rank on a sliding scale; both are considered in determining minimum eligibility. For example, the lower the class rank, the higher the test scores required. Specific information about the weighted admissions eligibility index can be found in Appendix A. Different requirements for the State Colleges and the University were suggested and institutions were able to adopt different eligibility indices.

Under the Regents' policy applicants who do not meet the Minimum Eligibility Requirements may be granted admission through an exemption. **Exemption categories** include:

- graduation from high school more than three years before applying to college;
- graduation from a high school that does not offer all required academic course units;

- eligibility as a special needs student as defined by Massachusetts General Laws, Chapter 766 or Chapter 344;
- transfer with 30 college course credits;
- eligibility as educationally disadvantaged; and,
- eligibility as a defined special talent, (e.g., athletes, artists).

Meeting the Admissions Standards Policy requirements dces not guarantee admission. Public colleges and universities may have requirements or standards beyond the minimums. (Appendix A, Copy of Board of Regents Policy)

## Present Concerns

In the past decade, higher education was faced with a dramatic decline in the number of students graduating from secondary schools and applying to higher education institutions. This situation created pressure on admissions officers to meet enrollment goals while attempting to maintain admission standards. Campuses also made commitments to serve the needs of new constituencies, many of whom did not meet the traditional admission standards. Older students, and students from educationally disadvantaged circumstances were admitted in increasing numbers. As a result, traditional measures of academic quality declined. Public concern was evident in news articles and debates among policy makers. As noted earlier, raising expectations for student performance was one of the five goals in the Council's 1994 plan *Using Coordination and Collaboration to Address Change*. Evaluating admission standards was the initiative undertaken to achieve that goal. With considerable growth expected in higher education in the next decade because of an increasing number of high school graduates, with little expectation of increased general fund support, with the need to improve the effectiveness of the system, and with the need and desire to improve the education of the Massachusetts citizens, this effort was a critical link in the plan. The Task Force was charged with studying current policy and practices and recommending changes to the Higher Education Coordinating Council.

## Current Admission Practices

As part of the work of the Task Force, two studies were conducted to understand better the admission policies and practices of the State Colleges and University. These were: a) a review of college catalogue statements on admission requirements and procedures; and, b) a survey of admissions officers on campus admissions practices. The survey questionnaire (Appendix B) was sent to admissions officers at the colleges and the university to gain information on the relative importance of specific criteria and to identify the institutions which competed for the "same" students.

Catalogues were reviewed to identify campus statements on 1) academic course requirements; 2) eligibility index; and 3) exemptions.

## A. *Catalogue Findings:*

Campuses provide brief statements on their admission philosophy, application process, and requirements. Where appropriate, institutions provide specific information on the admission criteria for specific programs. Most campuses classify applicants as first-time freshman (traditional age), non-traditional, or transfer students. Most, but not all of the institutions, refer to the Minimum Admission Standards but only half explained the Eligibility Index.

All campuses provide a statement on the academic course requirements. Some campuses are more specific about the required level or course content within each area, such as composition and literature in English, or algebra through trigonometry in mathematics.

SAT scores often were identified as a criterion in the admission decision, but test scores were not as important as the student's high school transcript . Catalogues identified the groups of applicants who did not need to provide test scores: students out of high school for 3 years or more; transfer students with 30 or more college credits; students diagnosed as learning disabled (Chapter 766 or Chapter 344); and, students for whom English is a second language (ESL). In the last category, foreign students are required to submit TOEFL scores. Only half of the catalogue statements referred to the eligibility index. Very few provided the eligibility index chart, illustrating the "sliding scale" used to match score and rank.

The various exemptions categories were stated in catalogues according to how the institution views its mission and constituencies. All institutions outlined their policy and procedures for transfer student admission. Almost all provided information about the Compact Agreement for students transferring from a Massachusetts Community College. The two other Exemption Categories most often addressed in a catalogue were the non-traditional student or adult learner and students defined as educationally disadvantaged.

The educationally disadvantaged category was usually defined very broadly and placed an emphasis on either academic deficiencies and/or the institution's commitment to diversity. The catalogues noted that students accepted as educationally disadvantaged would frequently be admitted to a special "support" program. Admissions criteria for disadvantaged students would include non-quantitative factors such as academic promise, motivation, and personal background.

The educationally disadvantaged category included students --

- who attended high schools that do not offer the required academic courses
- who historically are from racial/ethnic populations under-represented in higher education
- whose academic achievement demonstrates a need for individualized academic assistance
- who are economically disadvantaged

### *B. Results of Survey Questionnaire:*

This study was conducted to examine the relationship between policies and practices used by admission offices. The questions were asked to examine the issues behind admissions decisions including what factors are most important.

Current policy allows for exemptions to the eligibility index. Of six exemption categories, the two most important to the constituencies the campuses serve are: **educationally disadvantaged and special talent**. Definitions of these categories are not consistent and campuses executed considerable discretion in admitting students in these exemption categories. For example, educationally disadvantaged students included those without the required course units and underrepresented minorities. Talented students included athletes and artists. It is apparent, that minimum standards are not ignored by admissions officers in admitting students but the openness of exemption categories allows enormous flexibility.

**Academic course levels and grade point average were reported as the most important criteria in the admission decision for most students.** Interviews are not required but are encouraged under specific circumstances. The least important criteria are teacher recommendations and extracurricular activities. All colleges and the university have criteria beyond the minimum standards for specific academic programs of study, such as nursing, engineering, and art.

Admission officers can be influenced by the size and reputation of the secondary school. The survey indicated that the academic reputation and competitiveness of a secondary school influences admission decisions. Extra weight is given to the rank in class for students who attend schools with academically high reputations. Some admission officers report they base their decisions upon the profile of the secondary school in terms of the percentage of students attending four-year colleges. Little to no recognition of the importance of the high school reputation in admission decisions is published by the colleges or universities.

Efforts to promote racial and ethnic diversity in admission vary widely. Campuses have developed various methods for recruiting students, but are not specific about how they promote diversity in admission practices. No campus reported the use of goals or numerical indices. The term educationally disadvantaged is defined very broadly, including students other than those from underrepresented racial and ethnic groups. Consideration is given to students who are disadvantaged for socio-economic reasons.

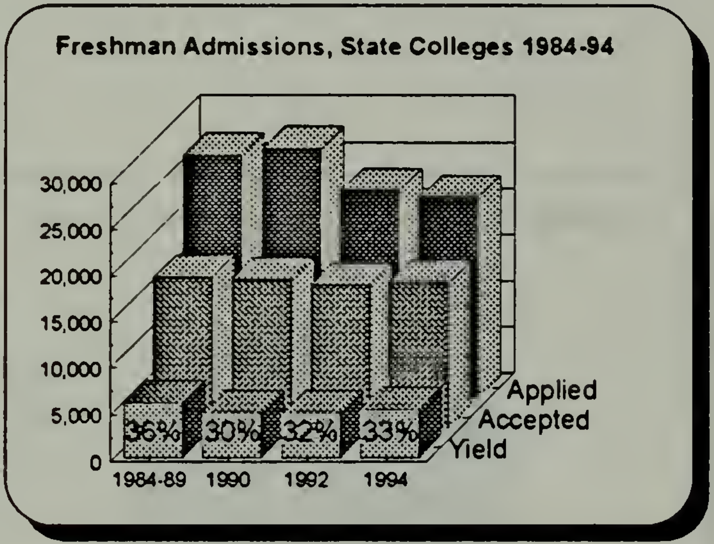
Admission officers indicate they are not opposed to minimum standards, but want flexibility which allows them to accommodate the variety of students and school systems.

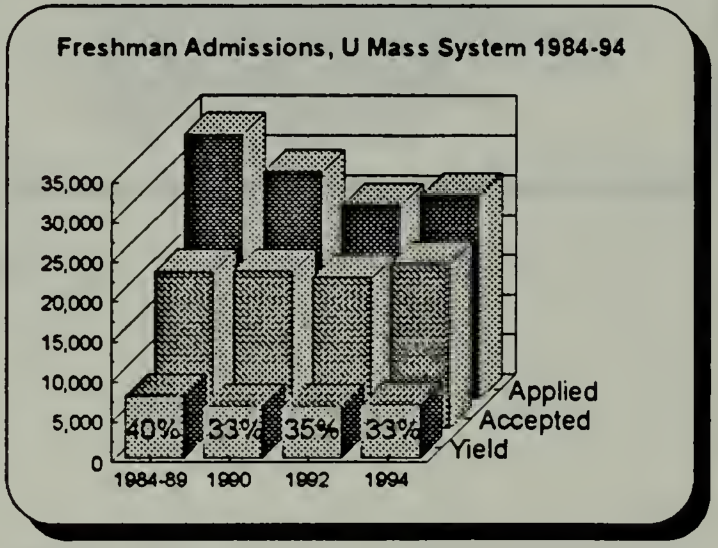
## Admissions Statistics

In addition to surveying admission officers, the Task Force reviewed quantitative data on admission that are reported to HECC by the campuses. The results of this analysis are reported by segment (University and State Colleges). Campus results are included in Appendix C.

### *Applications*

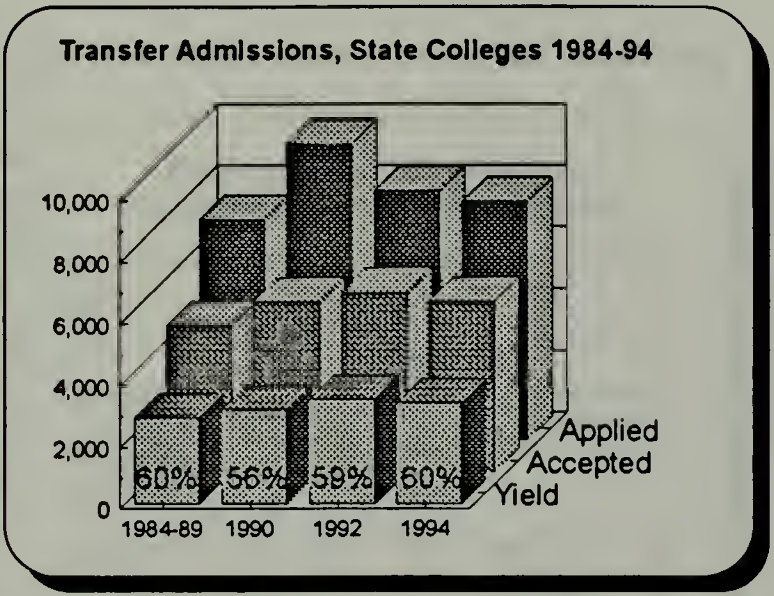
The overall number of applications for freshman admission to both the State Colleges and the University of Massachusetts have declined since the late eighties. Applications to the State Colleges declined from an average of 26,397 per year in 1984-1989 to 21,829 in 1994, a drop of approximately 17%. Over the same time period, applications to the University of Massachusetts declined from 33,343 to 25,725, a drop of almost 23%. The number of applications for transfer admission to both the State Colleges and the University of Massachusetts increased from the late eighties through 1990 and has declined since that peak. Transfer applications to the State Colleges increased from an average of 7,172 per year in 1984-1989 to a peak of 9,615 in 1990, and dropped to 7,750 in 1994 for an overall increase of approximately 8%. Transfer applications to the University of Massachusetts increased from an average of 9,444 per year in 1984-1989 to a peak of 10,886 in 1990, and dropped to 8,245 in 1994 for an overall decrease of nearly 13%. (Tables 1, 5, Appendix C)


Freshman Admissions, State Colleges 1984-94


Freshman Admissions, U Mass System 1984-94

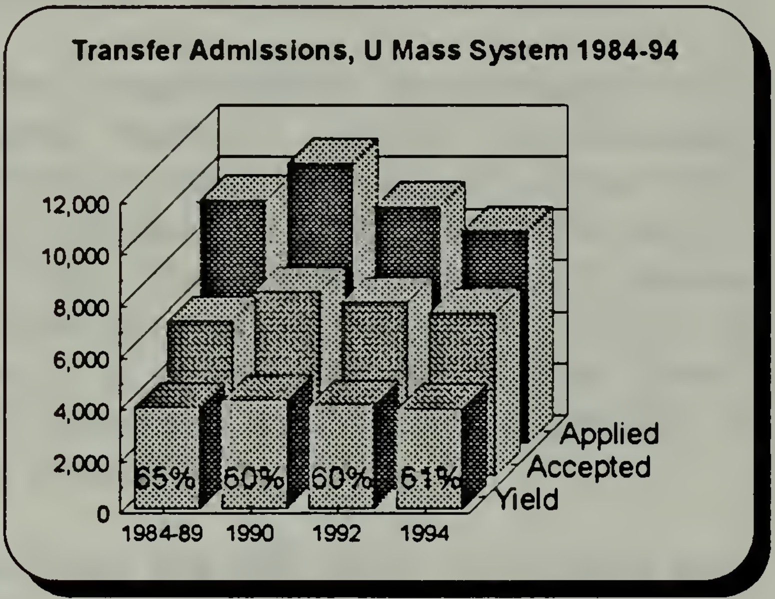
*Accepted for Admission*

Between the late eighties and 1994, the percentage of applicants for freshmen admission who were accepted increased at both the State Colleges and at the University of Massachusetts. The percentages of applicants accepted for transfer admission accepted also increased by smaller amounts. Between 1984 and 1989 State Colleges accepted an average of 62% of freshman applicants and 67% of transfer applicants. In 1994 they accepted 72% of freshman applicants (an increase of 10% in the rate of acceptance) and 72% of transfer applicants (an increase of 5%). At the University of Massachusetts the increases were even larger, from an average acceptance rate of 59% for freshman applicants and 64% for transfer applicants between 1984 and 1989, to 81% of freshman applicants (an increase of 22%) and 77% of transfer applicants (an increase of 13%) in 1994. (Tables 1, 5, Appendix C)


Transfer Admissions, State Colleges 1984-94

*Enrolled/Yield Rate*

The yield rate is the percentage of accepted applicants who enroll. This rate is significantly higher for transfer applicants than for freshman applicants. Both rates are also slightly higher for the University of Massachusetts than for the State Colleges. Overall yield rates declined slightly between the late eighties and 1994. The yield rates for State Colleges decreased from 36% to 33% for freshman applicants and remained steady at approximately 60% for transfer applicants. The rates for the University of Massachusetts decreased from 40% to 33% for freshman applicants and from 65% to 61% for transfer applicants. (Tables 1, 5, Appendix C)


Transfer Admissions, U Mass System 1984-94

## Freshman Admissions Standards

*Average High School Rank*

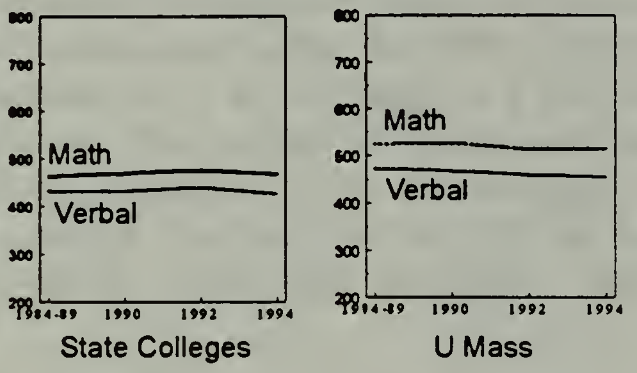
The quality of entering students as measured by high school class rank declined over the past decade. This change is significant for the University of Massachusetts where the average class rank went from 26% in the late eighties to 35% in 1994. The

average class rank for the State Colleges changed marginally from 37% in the late eighties to 40% in 1994. The number of students for whom class rank is reported has also declined. (Table 2, Appendix C)

*Average SAT Scores*

Average combined SAT scores for entering freshmen have remained relatively constant at State Colleges over the past decade, and declined only slightly at the University of Massachusetts. At the State Colleges, the average combined score was 895 (432 Verbal and 463 Math) in the late eighties. In 1994 the average was 894 (426 Verbal and 468 Math). For the University of Massachusetts the average combined score declined from 998 (473 Verbal and 525 Math) to 968 (454 Verbal and 514 Math), a drop of 30 points (19 Verbal and 11 Math). (Table 2, Appendix C)

**Average SAT Scores of Freshmen Admitted, 1984-94**



*Exemptions*[1]

The percentage of incoming freshmen granted exemptions from admission standards has increased significantly in recent years. In 1990, exemptions were granted to approximately 20% of state college freshmen and 16% of University of Massachusetts freshmen. By 1994 the percentages had grown to 29% at State Colleges and 22% at the University of Massachusetts. (Table 2, Appendix C)

The major categories of exemptions are "educationally disadvantaged" and "special talent". The percentage of entering freshmen granted "educationally disadvantaged" student exemptions has more than doubled at the State Colleges, from 6.9% in 1990 to 14.4% in 1994, and increased by about one-sixth at the University of Massachusetts, from 6.1% in 1990 to 7.1% in 1994. Exemptions at the State Colleges for "special talent" have shown the opposite pattern, decreasing from 6.9% to 5.7%. At the University of Massachusetts the percentage of exemptions for "special talent" students has more than doubled, from 3.6% to 8.4%. A significant proportion of "special talent" students are athletes. (Table 3, Appendix C)

A relatively significant number of exemptions are also given to students who have been out of high school for at least three years, received G.E.D.'s, or are eligible for Chapter 766 services. On average, a small percentage of students are exempted in the "G.E.D." category. However, at one urban state college and one urban university campus a significant percentage of entering freshmen fall into this category. The percentage of students exempted under the "Out 3 Years" category is larger than the "G.E.D." category and tends to be concentrated in the same urban campuses. As a corollary, these same two campuses also have the largest percentages of students

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[1] Because of differences in institutional reporting practices, the total number of exemptions for a campus may include some doublecounting, e.g., a student identified in the category "Out 3 years" may also be included in the category "G.E.D."

over 21 years of age. While the percentage of students granted "Chapter 766" exemptions is relatively small, it has nearly doubled since 1990. Between 1990 and 1994, the percentage of "Chapter 766" exemptions increased from 1.8% to 3.2% at State Colleges, and from 1.4% to 2.6% at the University of Massachusetts. (Tables 3, 4, Appendix C)

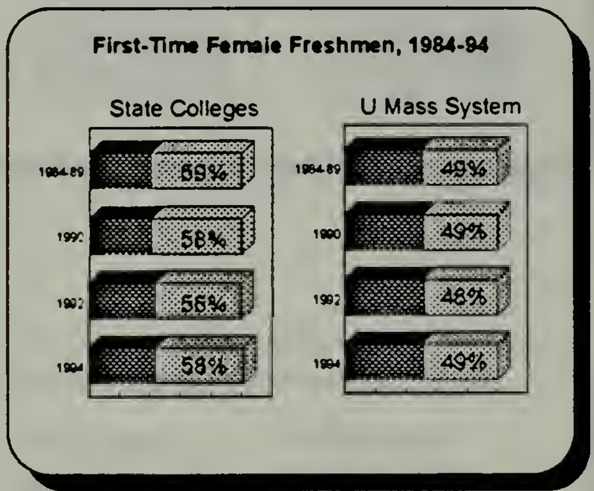
## Freshmen and Transfer Student Characteristics

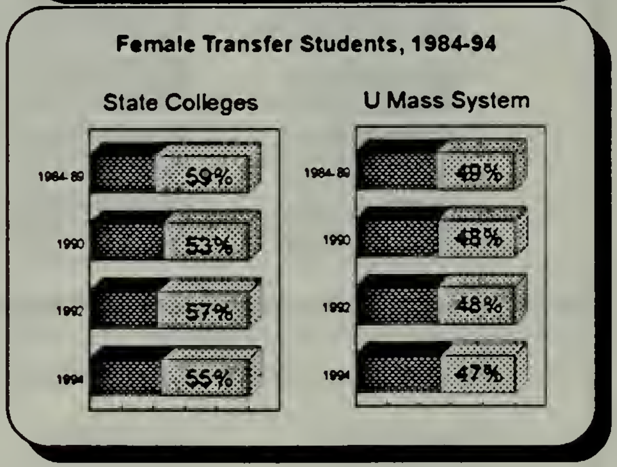
### *New Enrollment*[2]

The number of new freshmen enrolled has declined by approximately 12% since the late eighties at both the State Colleges (from an average of 5,861 for 1984-1989 to 5,157 in 1994) and at the University of Massachusetts (from an average of 7,791 for 1984-1989 to 6,869 in 1994). During this same period, the number of newly enrolled transfer students increased significantly at the State Colleges, from an average of 2,837 for 1984-1989 to 3,323 in 1994 (a 17% increase), but declined slightly at the University of Massachusetts, from an average of 3,938 for 1984-1989 to 3,896 in 1994 (a 1% decrease). (Table 1,5, Appendix C)

### *Women*

Women comprise the majority of newly enrolled freshmen and transfer students at the State Colleges, and slightly less than half of newly enrolled freshmen and transfer students at the University of Massachusetts. The percentage of women has decreased slightly since the late eighties. At the State Colleges, women comprised an average of 59% of all new freshmen and 59% of new transfer students for 1984-1989. By 1994, the percentage of women had declined to 58% of new freshmen and 55% of new transfer students. At the University of Massachusetts, women comprised 49% of new freshmen in both periods. The percentage of women among new transfer students declined from an average of 49% for 1984-1989 to 47% in 1994. (Table 4, 6, Appendix C)


First-Time Female Freshmen, 1984-94


Female Transfer Students, 1984-94

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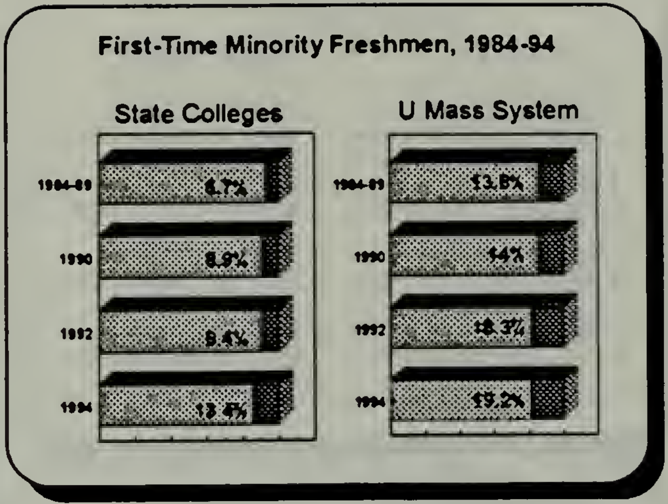
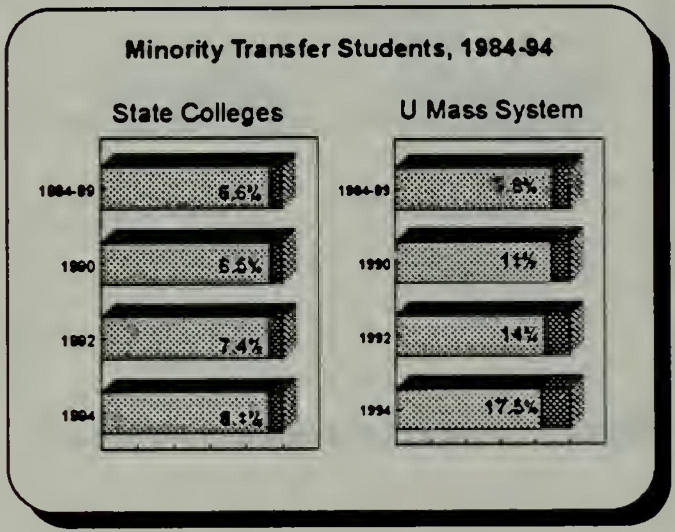
[2] During the period reported, tuition and fees increased 136% at the State Colleges and 148% at the University. The annual number of high school graduates decreased by 22%.

## *Racial/Ethnic Diversity*

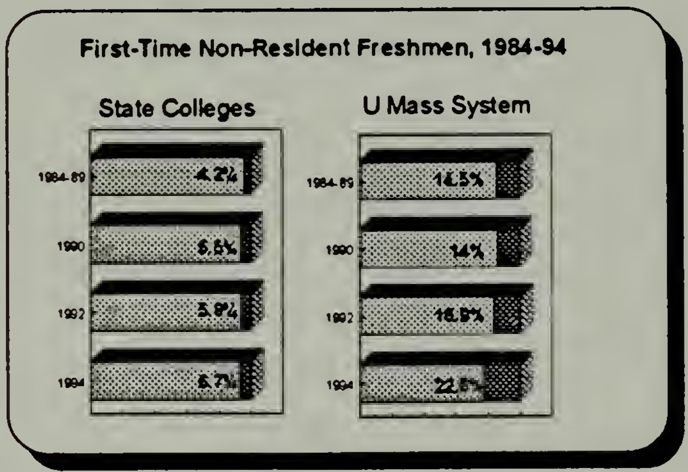
Throughout the State Colleges and University campuses, minority representation of entering student populations has increased among both first-time freshmen and transfer students. In the late eighties, roughly 14% of first-time freshmen entering the University and 7% entering the State Colleges were from racial or ethnic minority background; by 1994, these figures had risen to 19% and 13% respectively. Minority transfer student representation increased from 7% to 8% in the State Colleges, and from 10% to 18% at the University campuses. (Tables 4, 6, Appendix C)

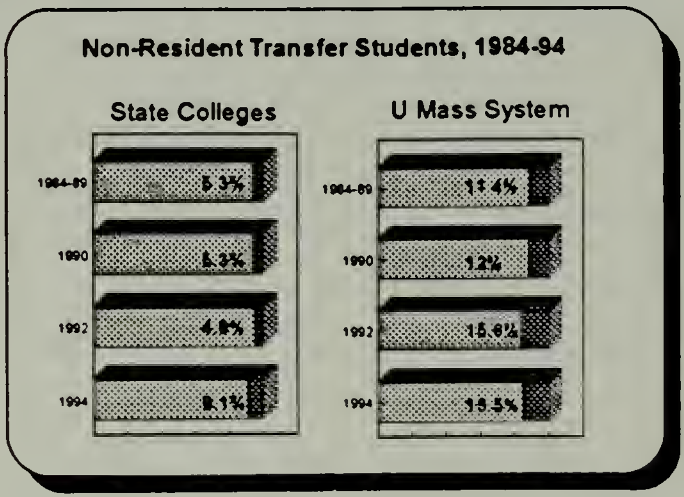

First-Time Minority Freshmen, 1984-94


Minority Transfer Students, 1984-94

## *Out-of-State Students*

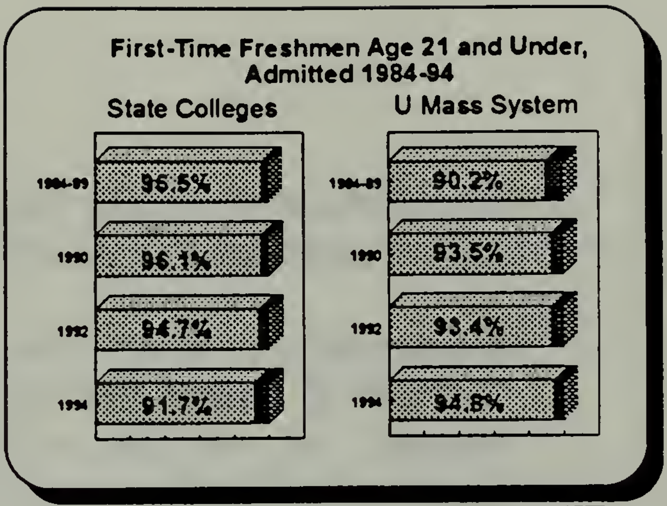
The proportion of out-of-state students has increased at the State Colleges and the University of Massachusetts over the past decade. At present, roughly 7% of first-time freshmen at the State Colleges and 23% at the University campuses are from out-of-state, up from 4% and 14% respectively in the mid-1980s. The percentages of transfer students from out-of-state have also increased from 5% to 9% at the State Colleges, and from 11% to 15% at the University. (Tables 4, 6, Appendix C)

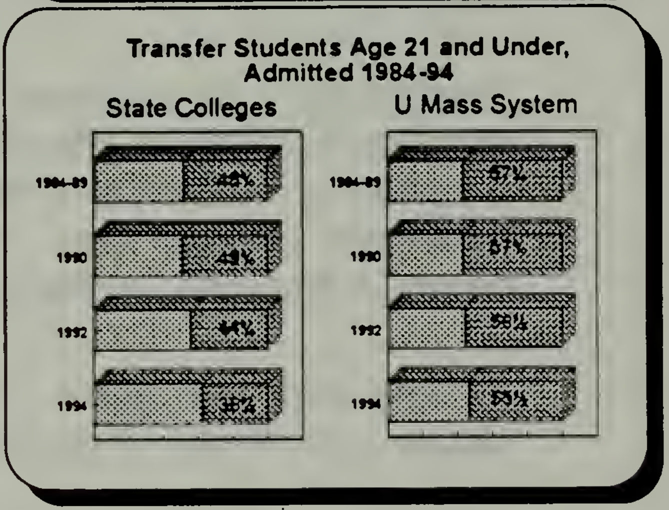

First-Time Non-Resident Freshmen, 1984-94


Non-Resident Transfer Students, 1984-94

### *Student Age*

The average age of freshmen and transfer students at State Colleges has increased, while the University of Massachusetts has increasingly drawn a younger freshmen student population. In 1984-89, the proportion of freshmen age 21 and under entering higher education averaged close to 97% at the State Colleges, and 90% at the University. By 1994, this percentage had decreased to 92% at the State Colleges, while increasing at the University campuses to 95%. The proportion of transfer students age 21 and under has decreased from 48% to 38% at State Colleges and from 57% to 54% at the University campuses.


First-Time Freshmen Age 21 and Under, Admitted 1984-94


Transfer Students Age 21 and Under, Admitted 1984-94

## Summary of Major Findings

The following findings are the result of review and analysis of existing policies and practices at the University of Massachusetts campuses and the State Colleges:

1. *The Minimum Admission Standards* for Public Baccalaureate Colleges and the University adopted by the Board of Regents (1984) may influence current admission policies but campus admission practices vary widely, and are guided primarily by institutional policies.
2. Significant numbers of students are admitted as "exemptions" because the college-going population is very diverse. Exemption categories are not clearly defined and it is difficult to compare admission practices across campuses. Less rigorous admission standards were practiced when applications declined between 1988-1994.
3. The number of high schools reporting class rank has steadily declined and campuses more often rely on Grade Point Average (GPA).
4. Neither the Board of Regents nor the Higher Education Coordinating Council used the Admissions Monitoring System (AMS) to conduct regular analysis of the admissions data.
5. Few, if any, high schools are not able to offer the courses needed to meet the Academic Unit Requirement. Any change in current policy should offer a waiver to students when necessary, but require equivalent competencies.
6. Changes in the demography of Massachusetts will result in an increasing number of high school graduates. A larger proportion of these students will come from racial and ethnic minority groups.
7. The Massachusetts Education Reform Act of 1993 will significantly impact student college admissions evaluations when the system of high school proficiencies and competencies are developed.

## Guiding Principles

Based on the review of current policy and practices, a review of statistical data on enrollment, and discussions by the Task Force, several principles were determined necessary for the development of admission policy.

1) Massachusetts public higher education must be committed to excellence, access, and success.
2) System-wide standards on admission are intended to provide baseline standards for admission and contribute to success and graduation.
3) The Higher Education Coordinating Council should maintain standards to achieve a higher percentage of students successfully completing a program or degree.
4) Each campus must make explicit how it complies with state policy and how it enhances its individual mission through its admission practices. Admission standards must be consistent and appropriate to an institution's mission.
5) Information on admission standards must be widely published; applicants must be informed about an institution's admissions practices.
6) The number of exemptions to admission standards should be limited and clearly justified.
7) The relationship between secondary schools and higher education in the Commonwealth should be fostered to facilitate transition for students.
8) The assessment of students for admission on to higher education institutions must be consistent with anticipated high school reform efforts which will focus on competency standards.

With the implementation of the Massachusetts Education Reform Act, especially, Common Core of Learning and Certificates of Mastery and Competency, continuing review and planning between the Department of Education and the Higher Education Coordinating Council will be necessary to maintain a functional system-wide admissions policy. The assessment of students for admission to higher education institutions must be compatible with anticipated high school reform.

## RECOMMENDATIONS

Following these guiding principles, the Task Force on Admission Standards recommends the following actions to the Higher Education Coordinating Council:

1. The Higher Education Coordinating Council should adopt a new admissions policy which establishes baseline standards for the system. Following adoption of systemwide standards, the Council should direct the University and State Colleges to review and revise campus policies and practice to comply with these standards. The campuses should be required to submit for approval by the Council, new admission policies by January 1996.

2. There should be different admission standards for:

   A. freshman applying directly from high school or transferring students who have earned less than 30 units of college credit.
   B. transfer students with 24 or more transferable college credits.
   C. non-traditional students or adult learners (at least 3 years out of high school).

3. Admission by exemption should be limited to 15 % of all newly enrolled students. The exemption category should be categorized into four groups:

   A. learning disabled students

   B. students to improve diversity

   C. athletes

   D. special talent

   Exemption categories must be clearly defined by each campus.

4. Community colleges should continue to require a high school diploma or G.E.D. as a minimum standard for general admission and comply with federal Ability To Benefit regulations. They should establish appropriate standards for highly competitive programs which they should submit to the Council for approval. It is recognized that adjustments to community college general admission standards may be required for graduates of Massachusetts high schools if graduation standards are modified.

5. The University and State Colleges should upgrade "academic unit" requirements. These should include a baseline on curriculum requirements by subject matter, both core courses and electives, and the level of courses recommended for success at college level work.

6. The Higher Education Coordinating Council should be responsible for monitoring compliance with systemwide admission standards, in addition to approving campus standards. Biennial evaluations of the relationship between admission standards and retention and graduation at the campuses should be submitted to the Council by the University and the State Colleges.

7. The State should establish and fund an incentive program to attract students who demonstrate excellence to public institutions. Each campus should be allowed to define excellence in areas of academic, artistic and community service.

8. The State should hold harmless for 3 years, the budgets of campuses which experience declining enrollments despite efforts to enhance standard recruitment because of increased admission standards.

9. The enrollment of out-of-state students should be encouraged, but limited to numbers which ensure that the majority of enrolled undergraduate students are Massachusetts residents. Admission requirements for non-resident students should be equal or higher than for resident students.

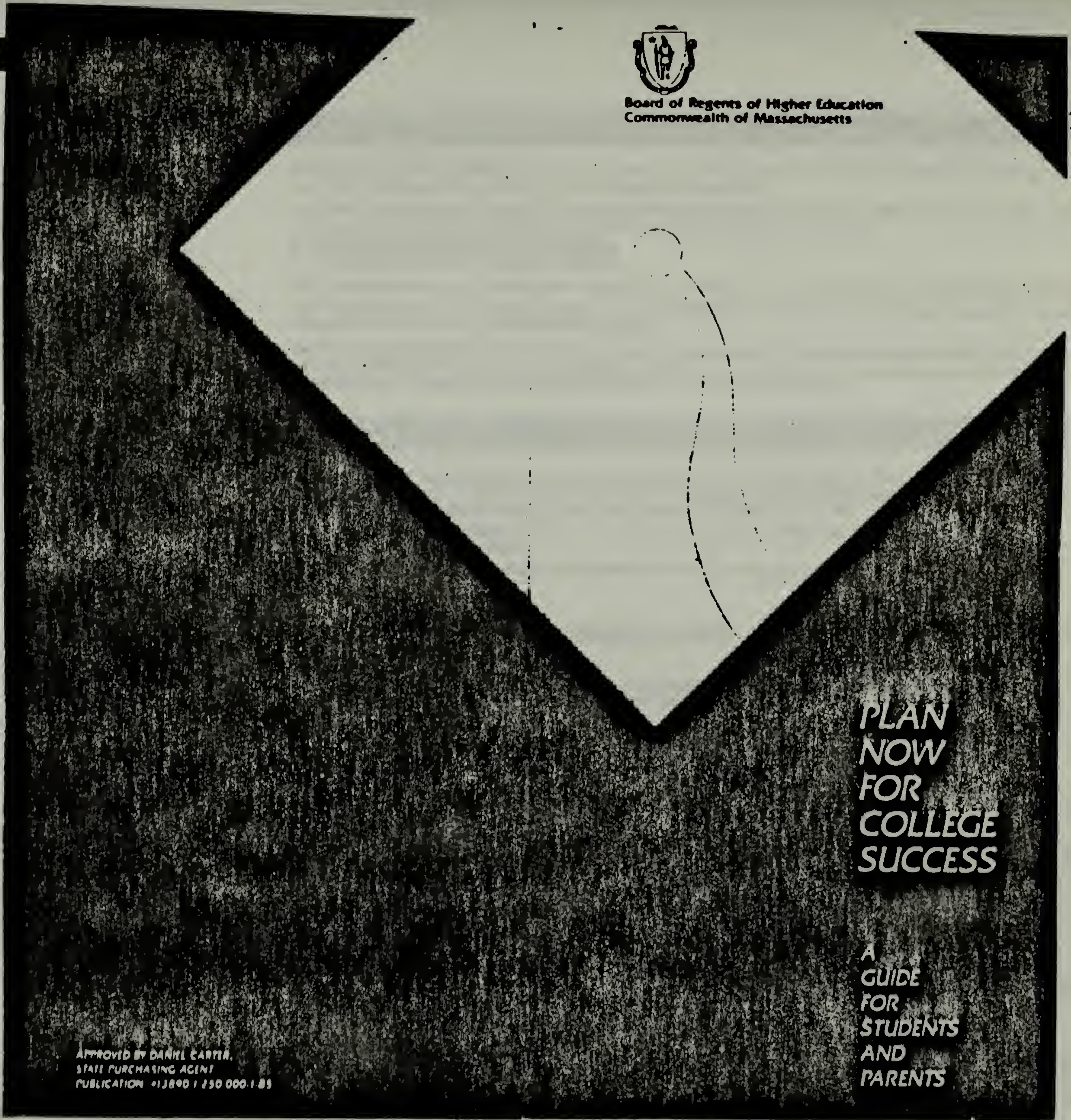
10. The Higher Education Coordinating Council should establish an advisory committee with the Department of Education to plan for anticipated changes in high school graduation requirements and their implication on college and university admission standards. The advisory committee should include representatives from campuses and schools and should reflect a broad range of perspectives.

# Appendix A

## 1984 Board of Regents

## Admission Guidelines

APPENDIX A



Board of Regents of Higher Education
Commonwealth of Massachusetts

PLAN
NOW
FOR
COLLEGE
SUCCESS

A
GUIDE
FOR
STUDENTS
AND
PARENTS

APPROVED BY DANIEL CARTER,
STATE PURCHASING AGENT
PUBLICATION #13890 / 250 000.1.85

## AN OPEN LETTER TO STUDENTS & PARENTS

Parents and students often ask: Can any high school graduate go on to college? Sometimes there is confusion about how to properly prepare in high school for admission to the public four-year colleges and universities in Massachusetts. For example, how much English is required? Math? Science? Is a foreign language necessary? Students and their parents need answers to these and other important questions in order to make the right decisions about college. This practical reference guide has been prepared to give you the answers.

*PLAN NOW FOR COLLEGE SUCCESS* explains the new Admissions Standards Policy adopted by the Board of Regents in 1984. This policy establishes MINIMUM ELIGIBILITY requirements for students wishing to enroll in the Commonwealth's public four-year colleges and universities. The pamphlet also explains what students need to know in order to make a successful transition from high school to any leading college.

When students choose a solid program of academic coursework and develop strong study habits in high school, they reap the benefits for the rest of their lives. Parents, by actively encouraging children to get the most out of school, significantly improve their chances of success in college and in life.

This pamphlet addresses admissions standards only for public four-year institutions. Community colleges in Massachusetts will continue to have open admissions policies, admitting any high school graduate.

I urge you to begin thinking seriously about college *as early as the seventh and eighth grades*, since getting ready takes careful planning. The Board of Regents joins me in wishing you every success in your academic pursuits.

Sincerely,

John B Duff
John B. Duff
Chancellor

June 1985

## PLAN NOW FOR COLLEGE SUCCESS

As Massachusetts residents you can be proud of the excellent education available through our public colleges and universities, which offer a wide variety of programs.

The new Admissions Standards Policy of the Board of Regents emphasizes the high school academic background required for college admission. *This policy is in two parts:*

**1. UNIT REQUIREMENTS COURSEWORK**
**2. AN ADMISSIONS ELIGIBILITY INDEX**

Unit requirements are courses that high school students must complete to be eligible for admission.

The Eligibility Index combines scores on the Scholastic Aptitude Test and high school class rank. Both are considered in determining MINIMUM ELIGIBILITY.

*Meeting the Admissions Standards Policy requirements does not guarantee admission.* Each campus may have specific additional requirements. Moreover, specific programs (such as engineering or nursing) may have special requirements. Please consult admissions officers or catalogs for details.

## UNIT REQUIREMENTS

The course unit requirements for college admission will be phased in over several years, beginning in 1984-85. Note carefully the different recommendations and requirements for students beginning college from 1984-85 to 1987-88.

The 1985-86 units specified are only recommendations, to allow all high schools time to adjust their programs.

*All units counted to meet these requirements must be college preparatory courses.*

### COLLEGE PREPARATORY COURSEWORK

| | 1984-85 | 85-86 | 86-87 | 87-88 |
|---|---|---|---|---|
| **ENGLISH**<br>Courses emphasizing reading, writing, composition and literature. Students must be able to comprehend and communicate ideas to succeed in college. | ☐ 3 | ☐ 3 | ■ 3 | ■ 4 |
| **MATHEMATICS**<br>Algebra I & II, Geometry, Trigonometry & Mathematical Analysis. A fourth year of math is recommended for students interested in college physics or engineering | ☐ 2 | ☐ 2 | ■ 2 | ■ 3 |
| **NATURAL AND PHYSICAL SCIENCES**<br>College Preparatory Science (with/lab) such as Chemistry, Biology, Physics. | ☐ 1 | ☐ 2 | ■ 2 | ■ 2 |
| **SOCIAL SCIENCE**<br>Includes one year of U.S. History and Government. These courses are essential for students to become effective citizens in a democratic society. | ☐ 1 | ☐ 2 | ■ 2 | ■ 2 |
| **FOREIGN LANGUAGE**<br>Two years of a single foreign language is a minimum. Three years are recommended. | | | ☐ 2 | ■ 2 |
| **ELECTIVES**<br>Students must choose from specified groups—English, Mathematics, Computer Science*, Natural and Physical Sciences, Social Science, Foreign Languages, the Visual and Performing Arts*, and the Humanities*—that expand their educational experience. | ☐ 3 | ☐ 3 | ■ 3 | ■ 3 |
| **TOTAL UNITS** | ☐ 10 | ☐ 12 | ☐ 14 ■ 12 | ■ 16 |

☐ UNITS RECOMMENDED
■ UNITS REQUIRED

* The Board of Regents is considering the addition of coursework in these areas to the unit requirements listed above. The feasibility of introducing such requirements is currently being studied. A decision should be made during the 1985-86 academic year

## ADDITIONAL INFORMATION

Three College Planning Aids have been developed by the Board of Regents. If you would like copies, contact your high school The aids are:

1 A Model High School Schedule with suggestions about when to take required coursework.

2 A Unit Requirements Table with requirements for minimum eligibility to public four-year colleges and universities in Massachusetts.

3 A Curriculum Completion Chart with a convenient form for recording academic progress toward the completion of unit requirements year by year in high school.

A list of public universities and state colleges and community colleges in Massachusetts is also available from your local high school.

To learn more about admissions standards requirements and specific college entrance information, talk with your high school guidance counselors, teachers or college admissions officers.

To find out about financial aid, check with the financial aid office at the college or university of your choice, or call the Higher Education Information Center in Boston, 1-800-442-1171.

## QUESTIONS & ANSWERS

**1 WHAT ARE THE ADMISSIONS STANDARDS?**

The Board of Regents' Admissions Standards Policy requires a specified number of high school courses. The policy becomes fully effective for students entering college in the 1987-88 academic year. At that time, applicants to public four-year colleges must have completed 16 units of college preparatory coursework: four years of English, three years of Mathematics, two years of Science, two years of Social Science and two years of a single Foreign Language as well as at least three Elective courses.

**2 WHY WERE THE STANDARDS ESTABLISHED?**

The Board of Regents established these requirements to insure adequate preparation for all students. Those entering college with a solid academic foundation will be prepared for college level work.

**3 WHAT IS THE ADMISSIONS ELIGIBILITY INDEX?**

The Index is a measurement used by college admissions officers which relates class rank and SAT scores. Students with high class rank may qualify for admission despite a low SAT score. Conversely, a student who scores high on the SAT but has a low rank in class is also eligible. There are different index requirements for the state colleges and universities. Consult the eligibility index table carefully.

**4 WHAT IS A UNIT?**

A unit is a one-year course. In some cases students may take two half-unit courses to satisfy the one-unit requirement.

**5 CAN COURSEWORK TAKEN IN JUNIOR HIGH OR MIDDLE SCHOOL COUNT TOWARD THE UNIT REQUIREMENTS?**

Courses taken in the 7th or 8th grades in foreign languages and/or math may be counted toward the completion of the requirements in specific subject areas but will *not* be counted toward the total 16 units required in 1987-88.

**6 IF I AM UNABLE TO GO TO A FOUR-YEAR COLLEGE AFTER HIGH SCHOOL, CAN I TRANSFER LATER FROM A COMMUNITY COLLEGE?**

Graduates from community colleges who satisfy the terms of the Transfer Compact can transfer into public colleges and universities. They may not be able to enter specific academic programs. Please consult college admissions officers for details.

**7 WHAT DO COLLEGE ADMISSIONS OFFICERS LOOK FOR WHEN DECIDING TO ACCEPT A STUDENT?**

They look closely at high school courses and grades, SAT scores and class rank. A student's community involvement and participation in extracurricular activities such as debating clubs, school newspapers and school band is also important in the selection process.

**8 ARE STANDARDS ANY DIFFERENT FOR VOCATIONAL-TECHNICAL HIGH SCHOOL STUDENTS OR THOSE IN OTHER CHAPTER 74 PROGRAMS?**

The same English, Mathematics, Science and Social Science requirements apply; however, the value of vocational-technical education is recognized in two special ways:

- Three vocational-technical units may fulfill the three elective units required by the admissions standards policy.
- The technical vocabulary work associated with the three to four years of Chapter 74 vocational study can substitute for the foreign language requirement in many cases.

**9 DOES SATISFYING BOTH PARTS OF THE ADMISSION STANDARDS REQUIREMENTS GUARANTEE MY ADMISSION TO A STATE COLLEGE OR UNIVERSITY?**

No. The Admissions Standards Policy specifies **MINIMUM** requirements. It does not guarantee admission. Each public four-year college and/or university may have its own entrance requirements. Please consult individual college catalogs for this information.

## ADMISSIONS ELIGIBILITY INDEX

The Admissions Eligibility Index and the Coursework Unit Requirements determine the MINIMUM ELIGIBILITY of students applying directly from high school to public four-year colleges and universities in Massachusetts.

The Index combines Scholastic Aptitude Test (SAT) scores and high school class rank.

*Note: There are different requirements for the state colleges and for the universities. Both, however, require completion of the same units of coursework.*

For example: In the 1987-88 academic year, to qualify for admission eligibility to a state college, John Smith, who is in the upper half, or 50 percent, of his class must have a combined (verbal plus math) SAT score of 750 or above. To qualify for admission eligibility to a state university, Mary Jones, who also is in the upper 50 percent of her class must have a combined score of 850 or above. The index also takes into account those students who do not do as well academically in school as they score on standardized tests, such as the SAT. In this case, James Smith, who is in the upper 70 percent of his class, would have to achieve combined SAT scores of 900 to be eligible for admission to the state colleges and 1050 for the universities. In all cases, students must have completed 16 units of high school college preparatory coursework.

For the Universities*

| Weighted % Class-rank | Combined SAT Score |
|---|---|
| Rank alone upper 15% | 500 |
| 20 | 550 |
| 25 | 600 |
| 30 | 650 |
| 35 | 700 |
| 40 | 750 |
| 45 | 800 |
| 50 | 850 |
| 55 | 900 |
| 60 | 950 |
| 65 | 1000 |
| 70 | 1050 |
| 75 | 1100 |
| 80 | 1150 |
| 85 | 1200 |
| 90 | 1250 |
|  | 1300 SAT alone |

For the State Colleges*

| Weighted % Class-rank | Combined SAT Score |
|---|---|
| Rank alone upper 25% | 500 |
| 30 | 550 |
| 35 | 600 |
| 40 | 650 |
| 45 | 700 |
| 50 | 750 |
| 60 | 800 |
| 65 | 850 |
| 70 | 900 |
| 75 | 950 |
| 80 | 1000 |
| 85 | 1050 |
| 90 | 1100 |
|  | 1150 SAT alone |

*Some institutions have adopted higher eligibility indices.

## EXEMPTIONS

If you do not meet the MINIMUM ELIGIBILITY REQUIREMENTS of the Admissions Standards Policy, you may still qualify for admission under the following circumstances:

- If you graduated from high school more than three years before you apply to college, you are exempt from both the *unit requirements* and the *eligibility index*.
- If you graduated from a high school that does not offer all the required units and that school *has received a waiver* from the Board of Regents, you will be exempt from those specific *unit requirements*.
- If you are a special needs student as defined by Chapter 766 or Chapter 344 you are *exempt* from the *eligibility index requirements*. These applicants must present their *Individualized Learning Plans* or the equivalent to admissions officers.

  Those certified learning disabled students who demonstrate a language dysfunction that would preclude the learning of a foreign language are exempt from the two year subject requirement in foreign language. Those students are required to complete the sixteen academic units with two units from the humanities and/or the social sciences in place of the foreign language requirement.
- If you are transferring to a four-year institution after receiving an associate degree from a Massachusetts community college, you are exempt from both the *unit* and *eligibility index requirements*. Individual colleges and universities have specific guidelines for admitting transfer students with less than an associate degree.
- If you are educationally disadvantaged because of low income, limited English proficiency, or racial discrimination, you are exempt from the *eligibility index requirements*.

*Note: The terms "low income," "limited English proficiency," and "racial discrimination" have been defined in the Admissions Standards Policy. Parents with questions about exemptions should consult high school guidance counselors or college admissions officers for further details.*

# Appendix B

## Admissions Survey Questionnaire

APPENDIX B

HIGHER EDUCATION COORDINATING COUNCIL
TASK FORCE ON ADMISSION STANDARDS
One Ashburton Street, Room 1401
Boston, MA 02108

## QUESTIONNAIRE ON POLICIES AND PRACTICES

1. Of the six exemption categories, which are the TWO most important to the constituencies you serve? And, why?

Diagnosed Learning Disabled ________

Transfer ________

Adult Learner/Non-Traditional ________

ESL ________

Special Talent (athletics, artistic, etc.) ________

Educational Disadvantaged ________

2. Does your institution require an interview for admission? _____ YES _____ NO

Under what circumstances are applicants required to have an interview?

________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

3. Rate the importance of the following criteria in the admission decision.

| | Extremely Important | Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| SAT scores | | | | |
| academic course levels | | | | |
| grade point average | | | | |
| rank in class | | | | |
| teacher recommendation | | | | |
| extra curricular activity | | | | |
| essay or personal statement | | | | |

4. Which degree programs require admission criteria beyond the minimum standards?

Specify the program and higher criteria.

| program name | criteria |
|---|---|
| a)____________________ | ____________________ |
| b)____________________ | ____________________ |
| c)____________________ | ____________________ |
| d)____________________ | ____________________ |

(over)

5. Does your staff calculate an applicant's grade point average for admissions? ____ YES ____ NO

Are specific courses weighted, i.e. honors, AP? ____ YES ____ NO

Are there any course subjects not included in the grade point average? ____ YES ____ NO

6. Does the size and/or reputation of a secondary school influence your admission decision? ____ YES ____ NO

If yes, in what way?

______________________________

______________________________

______________________________

______________________________

______________________________

7. Students applying to your institution would most likely apply to what other Massachusetts public colleges or universities?

a) ____________ b) ____________

c) ____________ d) ____________

8. Students applying to your institution would most likely apply to what other private colleges or universities in Massachusetts

a) ____________ b) ____________

c) ____________ d) ____________

9. In your recruitment and admission practices, how do you promote racial and ethnic diversity

10. Using the space below, please express any additional comments you wish to share with the Task Force concerning the HECC admission standards.

Name: ______________________________ Title: ______________________________

Institution: ______________________________ Telephone: ____________ Date: ____________

# Appendix C

## Institutional and Segmental Admissions Data

Appendix C

## TABLE 1: FRESHMAN ADMISSIONS STATISTICS

| Institution | Applied | | | | Accepted | | | | Enrolled | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 84-89 avg. | 1990 | 1992 | 1994 | 84-89 avg. | 1990 | 1992 | 1994 | 84-89 avg. | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | | | | | | |
| Bridgewater State College | 4,823 | 5,041 | 4,770 | 4,674 | 3,003 | 3,065 | 3,311 | 3,432 | 1111 | 862 | 987 | 1063 |
| Fitchburg State College | 3,770 | 4,127 | 3,126 | 2,761 | 2,342 | 1,937 | 2,022 | 2,092 | 804 | 499 | 535 | 738 |
| Framingham State College | 3,684 | 3,420 | 2,734 | 2,551 | 2,179 | 2,099 | 1,936 | 1,714 | 673 | 482 | 494 | 428 |
| Massachusetts College of Art | 511 | 603 | 635 | 590 | 232 | 224 | 325 | 343 | 157 | 125 | 173 | 177 |
| Massachusetts Maritime Academy | 333 | 325 | 512 | 529 | 208 | 180 | 220 | 406 | 160 | 127 | 190 | 160 |
| North Adams State College | 2,702 | 2,641 | 1,446 | 1,330 | 1,621 | 1,792 | 928 | 846 | 522 | 428 | 206 | 241 |
| Salem State College | 4,802 | 4,747 | 4,054 | 4,017 | 3,510 | 3,194 | 3,142 | 3,037 | 1147 | 1077 | 995 | 972 |
| Westfield State College | 3,585 | 4,003 | 3,145 | 3,192 | 1,725 | 2,246 | 2,115 | 2,225 | 680 | 806 | 731 | 822 |
| Worcester State College | 2,189 | 2,221 | 2,187 | 2,185 | 1,475 | 1,369 | 1,447 | 1,590 | 608 | 442 | 549 | 556 |
| **Total State Colleges** | **26,397** | **27,128** | **22,609** | **21,829** | **16,295** | **16,106** | **15,446** | **15,685** | **5861** | **4848** | **4860** | **5157** |
| % Accepted | | | | | 61.7% | 59.4% | 68.3% | 71.9% | | | | |
| % Enrolled | | | | | | | | | 36.0% | 30.1% | 31.5% | 32.9% |
| | | | | | | | | | | | | |
| **University of Massachusetts** | | | | | | | | | | | | |
| U Mass Amherst | 20,083 | 15,730 | 13,874 | 16,052 | 11,990 | 11,960 | 12,143 | 13,701 | 4053 | 3583 | 3898 | 3913 |
| U Mass Boston | 3,155 | 2,775 | 2,378 | 2,356 | 1,673 | 1,516 | 1,366 | 1,320 | 936 | 751 | 734 | 662 |
| U Mass Dartmouth | 4,669 | 4,575 | 4,213 | 3,838 | 2,686 | 2,561 | 2,528 | 2,696 | 1096 | 852 | 869 | 1048 |
| U Mass Lowell | 5,437 | 5,586 | 3,999 | 3,479 | 3,357 | 3,723 | 2,984 | 2,988 | 1707 | 1352 | 1053 | 1246 |
| **Total U. Mass** | **33,343** | **28,666** | **24,464** | **25,725** | **19,706** | **19,760** | **19,021** | **20,705** | **7791** | **6538** | **6554** | **6869** |
| % Accepted | | | | | 59.1% | 68.9% | 77.8% | 80.5% | | | | |
| % Enrolled | | | | | | | | | 39.5% | 33.1% | 34.5% | 33.2% |

Source: Institutional AMS (Admissions Monitoring Systems) data 1984-94. Revised, if necessary, and verified by Institutions, March - May, 1995

# TABLE 2: FRESHMAN ADMISSIONS STANDARDS

| Institution | Average High School Rank | | | | Average S.A.T. Scores | | | | | | | | Exemptions * | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Verbal | | | | Math | | | | | | |
| | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | | | | | | | | | |
| Bridgewater | 35% | 33% | 36% | 39% | 435 | 446 | 450 | 434 | 466 | 489 | 488 | 479 | 9.9% | 17.9% | 20.6% |
| Fitchburg | 36% | 34% | 39% | 40% | 432 | 440 | 426 | 420 | 466 | 486 | 472 | 462 | 18.4% | 23.2% | 41.5% |
| Framingham | 38% | 36% | 38% | 39% | 438 | 423 | 436 | 434 | 468 | 459 | 472 | 470 | 7.5% | 21.1% | 13.9% |
| Mass Coll. of Art | 30% | 25% | 32% | 33% | 494 | 505 | 481 | 476 | 484 | 507 | 480 | 499 | 8.5% | 11.4% | 7.9% |
| Mass Maritime | 46% | 45% | 48% | 46% | 426 | 385 | 473 | 418 | 484 | 448 | 528 | 492 | n/a | n/a | 12.6% |
| North Adams | 41% | 42% | 45% | 44% | 426 | 412 | 408 | 437 | 465 | 455 | 449 | 480 | 14.0% | 26.7% | 29.2% |
| Salem | 36% | 32% | 34% | 38% | 426 | 421 | 450 | 423 | 452 | 455 | 485 | 459 | 43.5% | 58.3% | 49.4% |
| Westfield | 35% | 35% | n/a | 46% | 449 | 441 | 426 | 411 | 486 | 477 | 466 | 452 | 14.6% | 10.8% | 14.5% |
| Worcester | 41% | 38% | 41% | 37% | 408 | 396 | 415 | 419 | 435 | 441 | 446 | 459 | 21.1% | 25.7% | 39.2% |
| **State College Total** | **37%** | **35%** | **38%** | **40%** | **432** | **430** | **438** | **426** | **463** | **469** | **476** | **468** | **19.9%** | **26.3%** | **29.2%** |
| | | | | | | | | | | | | | | | |
| **U Mass** | | | | | | | | | | | | | | | |
| Amherst | 25% | 27% | 34% | 34% | 487 | 478 | 471 | 467 | 539 | 541 | 526 | 527 | 7.8% | 14.9% | 15.4% |
| Boston | 28% | 34% | 37% | 37% | 458 | 448 | 429 | 441 | 489 | 483 | 482 | 504 | 58.2% | 64.6% | 66.6% |
| Dartmouth | 26% | 25% | 31% | 33% | 445 | 447 | 433 | 429 | 497 | 501 | 484 | 486 | 13.8% | 15.2% | 19.6% |
| Lowell | 29% | 35% | 39% | 41% | 465 | 457 | 451 | 440 | 529 | 521 | 513 | 499 | 15.4% | 17.3% | 21.0% |
| **U Mass Total** | **26%** | **29%** | **34%** | **35%** | **473** | **468** | **460** | **455** | **525** | **528** | **516** | **514** | **15.9%** | **20.9%** | **22.0%** |

Source: Institutional AMS (Admissions Monitoring Systems) data 1984-94. Revised, if necessary, and verified by Institutions, March - May, 1995

***Because of differences in institutional reporting practices, the total number of exemptions for a campus may include some doublecounting (e.g., a student identified in the category "Out 3 Years" may also be included in the category "G.E.D.").**

Appendix C

## TABLE 3: EXEMPTIONS BY CATEGORY

| Institution | Disadvantaged | | | Special Talent | | | Out 3 Years | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1990 | 1992 | 1994 | 1990 | 1992 | 1994 | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | | | |
| Bridgewater | 3.4% | 6.7% | 8.1% | 3.0% | 6.0% | 5.5% | 2.7% | 2.8% | 3.3% |
| Fitchburg | 11.6% | 9.4% | 12.1% | 2.6% | 8.8% | 21.1% | 0.8% | 1.3% | 2.9% |
| Framingham | 2.1% | 13.2% | 4.8% | 4.8% | 3.9% | 1.8% | 0.4% | 2.8% | 6.8% |
| Mass. Coll. of Art | 3.6% | 4.0% | 4.1% | 3.6% | 6.2% | 1.7% | 0.0% | 0.0% | 0.0% |
| Mass. Maritime | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| North Adams | 2.6% | 5.8% | 13.9% | 8.4% | 16.5% | 1.9% | 1.2% | 1.5% | 4.6% |
| Salem | 14.6% | 26.6% | 34.6% | 19.9% | 24.7% | 5.4% | 8.1% | 5.3% | 7.2% |
| Westfield | 5.3% | 0.3% | 5.5% | 1.1% | 0.4% | 0.0% | 0.6% | 0.6% | 0.5% |
| Worcester | 3.2% | 5.1% | 18.7% | 0.0% | 0.0% | 0.5% | 12.9% | 13.5% | 14.9% |
| **State College Totals** | **6.9%** | **10.6%** | **14.4%** | **6.9%** | **9.0%** | **5.7%** | **3.9%** | **3.9%** | **5.1%** |
| **University of Mass.** | | | | | | | | | |
| U Mass Amherst | 1.9% | 5.3% | 2.1% | 4.6% | 8.1% | 11.1% | 0.2% | 0.2% | 0.0% |
| U Mass Boston | 14.4% | 17.9% | 13.6% | 3.5% | 2.5% | 13.1% | 26.1% | 29.4% | 25.4% |
| U Mass Dartmouth | 6.0% | 7.2% | 11.1% | 5.6% | 5.0% | 5.0% | 0.7% | 0.5% | 0.5% |
| U Mass Lowell | 12.7% | 15.7% | 16.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **U. Mass Totals** | **6.1%** | **8.6%** | **7.1%** | **3.6%** | **5.8%** | **8.4%** | **3.2%** | **3.5%** | **2.5%** |

| Institution | G.E.D. | | | Chapter 766 | | | At Least One Exemption | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1990 | 1992 | 1994 | 1990 | 1992 | 1994 | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | * | * | * |
| Bridgewater | 0.2% | 0.1% | 0.7% | 0.6% | 2.3% | 3.1% | 9.9% | 17.9% | 20.6% |
| Fitchburg | 0.4% | 0.9% | 1.1% | 3.0% | 2.8% | 4.3% | 18.4% | 23.2% | 41.5% |
| Framingham | 0.0% | 0.0% | 0.2% | 0.2% | 1.2% | 0.2% | 7.5% | 21.1% | 13.9% |
| Mass. Coll. of Art | 0.9% | 1.5% | 1.2% | 1.8% | 1.2% | 0.9% | 8.5% | 11.4% | 7.9% |
| Mass. Maritime | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 12.6% |
| North Adams | 0.7% | 1.0% | 4.2% | 1.2% | 1.9% | 4.6% | 14.0% | 26.7% | 29.2% |
| Salem | 0.7% | 0.3% | 1.1% | 0.3% | 1.3% | 1.1% | 43.5% | 58.3% | 49.4% |
| Westfield | 0.7% | 0.0% | 0.5% | 6.8% | 9.6% | 8.0% | 14.6% | 10.8% | 14.5% |
| Worcester | 5.0% | 6.2% | 4.0% | 0.0% | 0.9% | 1.1% | 21.1% | 25.7% | 39.2% |
| **State College Totals** | **0.9%** | **1.0%** | **1.3%** | **1.8%** | **3.0%** | **3.2%** | 19.9% | 26.3% | 29.2% |
| **University of Mass.** | | | | | | | | | |
| U Mass Amherst | 0.0% | 0.1% | 0.1% | 1.1% | 1.3% | 2.1% | 7.8% | 14.9% | 15.4% |
| U Mass Boston | 13.3% | 12.7% | 12.1% | 0.9% | 2.2% | 2.4% | 58.2% | 64.6% | 66.6% |
| U Mass Dartmouth | 0.0% | 0.5% | 0.5% | 1.5% | 2.0% | 2.5% | 13.8% | 15.2% | 19.6% |
| U Mass Lowell | 0.5% | 0.3% | 0.5% | 2.2% | 1.3% | 4.3% | 15.4% | 17.3% | 21.0% |
| **U. Mass. Totals** | **1.7%** | **1.6%** | **1.3%** | **1.4%** | **1.5%** | **2.6%** | 15.9% | 20.9% | 22.0% |

Source: Institutional AMS data 1984-94. Revised, if necessary and verified by Institutions, March - May, 1995

***Because of differences in institutional reporting practices, the total number of exemptions for a campus may include some doublecounting (e.g., a student identified in the category "Out 3 Years" may also be included in the category "G.E.D.").**

# TABLE 4: FIRST-TIME FRESHMAN DEMOGRAPHICS

| Institution | Female | | | | Minority | | | | Mass. Resident | | | | Age 21 and Under | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | | | | | | | | | | |
| Bridgewater | 56.0% | 60.8% | 59.1% | 58.4% | 4.3% | 6.4% | 6.9% | 9.6% | 96.9% | 95.1% | 94.1% | 95.4% | 96.9% | 97.4% | 96.0% | 97.1% |
| Fitchburg | 62.0% | n/a | 55.1% | 59.8% | 4.9% | 9.3% | 11.8% | 16.6% | 96.6% | 96.6% | 95.5% | 90.7% | 98.6% | 98.4% | 97.6% | 97.6% |
| Framingham | 67.1% | 72.8% | 69.2% | 64.7% | 5.5% | 8.5% | 10.5% | 12.7% | 96.4% | 95.2% | 93.7% | 94.0% | 98.2% | 99.0% | 96.2% | 93.7% |
| Mass. Coll. of Art | 63.4% | 60.0% | 60.1% | 53.1% | 8.9% | 10.4% | 11.4% | 21.3% | 83.1% | 77.0% | 73.5% | 77.0% | 94.3% | 84.0% | 87.3% | 93.7% |
| Mass. Maritime | 4.8% | 5.5% | 7.4% | 9.5% | 7.2% | 7.4% | 5.8% | 5.4% | 70.6% | 68.5% | 80.5% | 76.0% | 96.4% | 92.4% | 97.4% | 96.8% |
| North Adams | 54.4% | 55.6% | 51.9% | 50.0% | 4.5% | 5.8% | 8.7% | 8.9% | 95.7% | 93.5% | 85.0% | 85.7% | 97.9% | 98.1% | 97.1% | 92.6% |
| Salem | 65.7% | 55.3% | 57.0% | 57.6% | 7.0% | 13.1% | 14.2% | 18.3% | 97.6% | 97.2% | 96.7% | 93.6% | n/a | n/a | n/a | n/a |
| Westfield | 55.3% | 61.9% | 51.2% | 53.6% | 14.4% | 6.1% | 1.8% | 10.1% | 96.6% | 94.8% | 99.6% | 95.5% | 98.6% | 98.9% | 99.3% | 98.7% |
| Worcester | 58.0% | 56.3% | 61.0% | 57.4% | 6.5% | 12.1% | 12.5% | 12.4% | 97.6% | 96.4% | 96.4% | 96.9% | 88.2% | 85.2% | 82.5% | 81.7% |
| **State College Total %** | **58.8%** | **58.4%** | **56.0%** | **57.5%** | **6.7%** | **8.9%** | **9.4%** | **13.4%** | **95.8%** | **94.5%** | **94.2%** | **93.3%** | **96.5%** | **96.1%** | **94.7%** | **91.7%** |
| | | | | | | | | | | | | | | | | |
| **U Mass** | | | | | | | | | | | | | | | | |
| Amherst | 52.4% | 51.8% | 49.5% | 52.0% | 12.0% | 12.6% | 17.2% | 16.0% | 80.6% | 78.8% | 75.6% | 66.4% | 99.1% | 98.9% | 98.9% | 99.3% |
| Boston | 50.1% | 46.6% | 47.6% | 47.4% | 26.3% | 32.7% | 41.2% | 50.2% | 98.2% | 95.6% | 95.9% | 92.5% | 70.1% | 60.9% | 58.2% | 64.2% |
| Dartmouth | 54.2% | 54.1% | 53.0% | 52.3% | 5.2% | 9.2% | 8.6% | 14.3% | 96.7% | 95.3% | 95.0% | 93.8% | 97.7% | 98.9% | 98.0% | 96.7% |
| Lowell | 34.1% | 37.4% | 35.4% | 37.2% | 6.4% | 10.5% | 14.3% | 16.9% | 93.5% | 93.7% | 92.2% | 90.3% | 96.3% | 93.8% | 94.1% | 95.7% |
| **U Mass Total %** | **49.4%** | **48.5%** | **47.5%** | **48.9%** | **13.8%** | **14.0%** | **18.3%** | **19.2%** | **85.5%** | **86.0%** | **83.1%** | **77.4%** | **90.2%** | **93.5%** | **93.4%** | **94.8%** |

Source: Institutional AMS (Admissions Monitoring Systems) data 1984-94. Revised, if necessary, and verified by Institutions, March - May, 1995

Appendix C

# TABLE 5: TRANSFER ADMISSIONS STATISTICS

| Institution | Applied | | | | Accepted | | | | Enrolled | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 84-89 avg. | 1990 | 1992 | 1994 | 84-89 avg. | 1990 | 1992 | 1994 | 84-89 avg. | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | | | | | | |
| Bridgewater State College | 1,401 | 1,867 | 1,708 | 1,527 | 862 | 1,192 | 1,385 | 1,212 | 495 | 531 | 733 | 639 |
| Fitchburg State College | 873 | 1,352 | 1,133 | 839 | 543 | 569 | 653 | 520 | 351 | 339 | 407 | 336 |
| Framingham State College | 994 | 1,207 | 1,152 | 1,136 | 648 | 748 | 777 | 761 | 347 | 388 | 468 | 464 |
| Massachusetts College of Art | 413 | 528 | 523 | 474 | 232 | 243 | 258 | 293 | 173 | 160 | 181 | 166 |
| Massachusetts Maritime | n/a | n/a | n/a | 117 | n/a | n/a | n/a | 73 | n/a | n/a | n/a | 54 |
| North Adams State College | 526 | 713 | 376 | 461 | 300 | 433 | 304 | 308 | 187 | 228 | 180 | 198 |
| Salem State College | 1,407 | 1,739 | 1,340 | 1,449 | 1,088 | 1,003 | 1,025 | 1,169 | 474 | 603 | 551 | 683 |
| Westfield State College | 868 | 1,172 | 711 | 694 | 468 | 562 | 475 | 394 | 340 | 320 | 284 | 266 |
| Worcester State College | 689 | 1,037 | 1,165 | 1,053 | 629 | 779 | 964 | 821 | 470 | 503 | 648 | 517 |
| **Total State Colleges** | **7,172** | **9,615** | **8,108** | **7,750** | **4,770** | **5,529** | **5,841** | **5,551** | **2837** | **3072** | **3452** | **3323** |
| % Accepted | | | | | **66.5%** | **57.5%** | **72.0%** | **71.6%** | | | | |
| % Enrolled | | | | | | | | | **59.5%** | **55.6%** | **59.1%** | **59.9%** |
| **University of Massachusetts** | | | | | | | | | | | | |
| U Mass Amherst | 3,572 | 3,671 | 3,002 | 3,172 | 1,929 | 2,282 | 2,205 | 2,263 | 1173 | 1325 | 1296 | 1318 |
| U Mass Boston | 3,368 | 3,653 | 3,375 | 2,875 | 2,322 | 2,610 | 2,555 | 2,249 | 1509 | 1552 | 1505 | 1397 |
| U Mass Dartmouth | 1,280 | 1,716 | 1,309 | 929 | 748 | 909 | 796 | 656 | 490 | 564 | 511 | 407 |
| U Mass Lowell | 1,224 | 1,826 | 1,517 | 1,269 | 1,019 | 1,359 | 1,189 | 1,174 | 765 | 825 | 735 | 774 |
| **Total U. Mass** | **9,444** | **10,866** | **9,203** | **8,245** | **6,018** | **7,160** | **6,745** | **6,342** | **3938** | **4266** | **4047** | **3896** |
| % Accepted | | | | | **63.7%** | **65.9%** | **73.3%** | **76.9%** | | | | |
| % Enrolled | | | | | | | | | **65.4%** | **59.6%** | **60.0%** | **61.4%** |

Source: Institutional AMS (Admissions Monitoring Systems) data 1984-94. Revised, if necessary, and verified by Institutions, March - May, 1995

Appendix C

# TABLE 6: TRANSFER STUDENT DEMOGRAPHICS

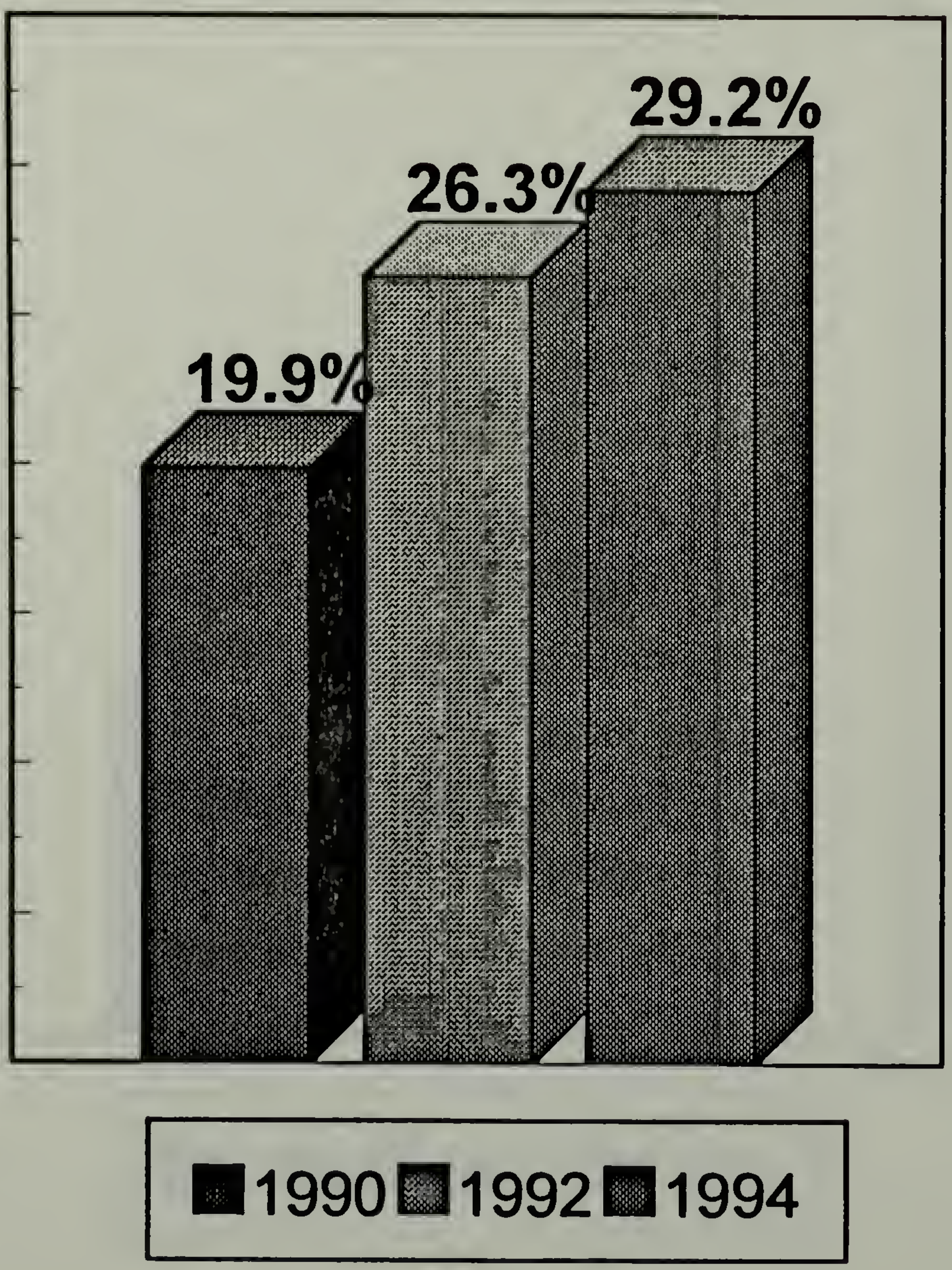
| Institution | % Female | | | | % Minority | | | | % Mass. Resident | | | | % Age 21 and Under | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 | 84-9 avg. | 1990 | 1992 | 1994 |
| **State Colleges** | | | | | | | | | | | | | | | | |
| Bridgewater | 54.1% | 61.4% | 59.8% | 54.7% | 3.2% | 4.7% | 3.9% | 5.8% | 96.2% | 97.0% | 96.7% | 96.4% | 60.0% | 58.6% | 54.7% | 54.2% |
| Fitchburg | 60.6% | n/a | 58.5% | 56.0% | 4.7% | 5.0% | 7.9% | 10.7% | 96.1% | 97.1% | 94.8% | 92.2% | 55.0% | 59.3% | 53.2% | 47.6% |
| Framingham | 64.9% | 66.8% | 52.3% | 62.2% | 5.4% | 8.1% | 8.6% | 6.1% | 95.7% | 95.4% | 97.6% | 96.6% | 64.8% | 66.8% | 52.0% | 44.6% |
| Mass. Coll. of Art | 62.2% | 67.5% | 60.2% | 59.0% | 6.9% | 9.0% | 7.8% | 9.3% | 79.9% | 77.9% | 78.2% | 73.6% | 39.7% | 45.0% | 41.4% | 45.7% |
| Mass. Maritime | n/a | n/a | n/a | 0.0% | n/a | n/a | n/a | 7.4% | n/a | n/a | n/a | 81.4% | n/a | n/a | n/a | 53.7% |
| North Adams | 50.3% | 49.1% | 49.1% | 50.6% | 2.9% | 4.1% | 3.9% | 4.1% | 91.6% | 89.5% | 91.7% | 74.6% | 63.0% | 69.1% | 54.4% | 50.0% |
| Salem | 65.7% | 60.5% | 58.3% | 56.8% | 6.7% | 8.2% | 11.4% | 12.9% | 95.6% | 96.7% | 94.7% | 92.7% | n/a | n/a | n/a | n/a |
| Westfield | 48.8% | 50.3% | 42.0% | 40.9% | 15.9% | 5.1% | 7.4% | 5.5% | 95.6% | 93.8% | 96.8% | 92.7% | 65.6% | 73.4% | 62.6% | 63.3% |
| Worcester | 60.4% | 60.6% | 63.2% | 58.3% | 7.0% | 7.6% | 7.6% | 8.2% | 96.2% | 95.8% | 96.8% | 95.9% | 50.2% | 52.3% | 49.5% | 51.7% |
| **State College Total %** | **58.8%** | **53.2%** | **57.0%** | **54.8%** | **6.6%** | **6.5%** | **7.4%** | **8.3%** | **94.7%** | **94.7%** | **95.1%** | **92.4%** | **57.6%** | **60.7%** | **52.8%** | **48.3%** |
| | | | | | | | | | | | | | | | | |
| **U Mass** | | | | | | | | | | | | | | | | |
| Amherst | 50.5% | 48.5% | 47.8% | 46.7% | 9.2% | 8.7% | 14.0% | 17.4% | 84.9% | 83.9% | 80.2% | 79.3% | 64.8% | 62.7% | 63.8% | 62.6% |
| Boston | 59.1% | 59.5% | 56.5% | 55.2% | 18.0% | 23.5% | 22.7% | 30.0% | 95.9% | 94.1% | 94.5% | 92.9% | 30.8% | 30.4% | 27.4% | 24.8% |
| Dartmouth | 47.7% | 47.9% | 50.0% | 50.2% | 5.0% | 9.4% | 9.2% | 11.4% | 93.1% | 93.1% | 87.0% | 93.0% | 53.3% | 53.4% | 54.9% | 56.4% |
| Lowell | 39.3% | 40.0% | 40.2% | 39.2% | 9.9% | 11.4% | 12.2% | 16.4% | 90.4% | 92.2% | 90.7% | 89.2% | 52.8% | 56.7% | 47.0% | 40.9% |
| **U Mass Total %** | **48.7%** | **47.9%** | **47.8%** | **46.7%** | **9.8%** | **11.0%** | **14.0%** | **17.5%** | **88.6%** | **88.0%** | **84.4%** | **84.5%** | **56.5%** | **56.5%** | **55.8%** | **54.1%** |

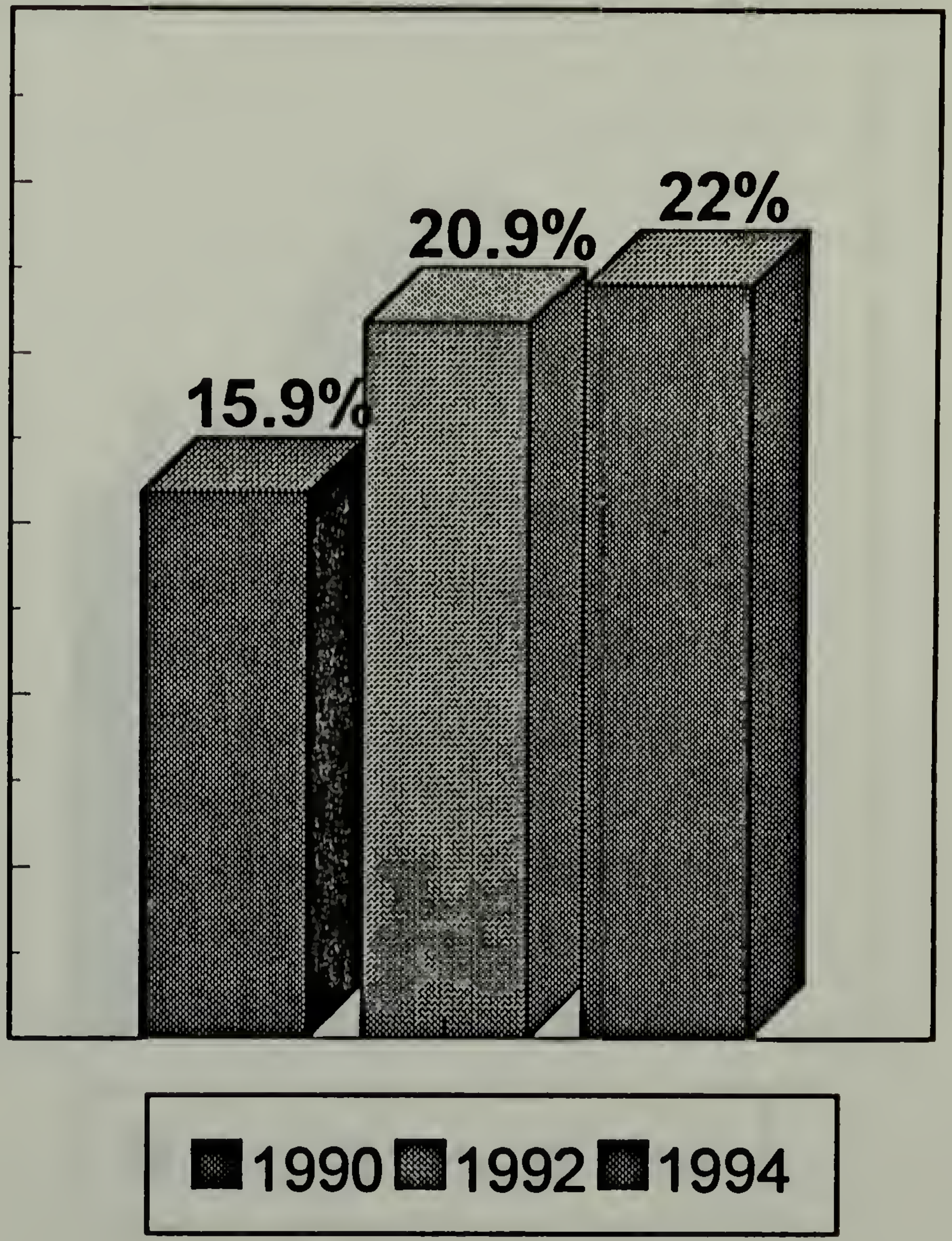
Source: Institutional AMS (Admissions Monitoring Systems) data 1984-94. Revised, if necessary, and verified by Institutions, March - May, 1995

# Appendix D

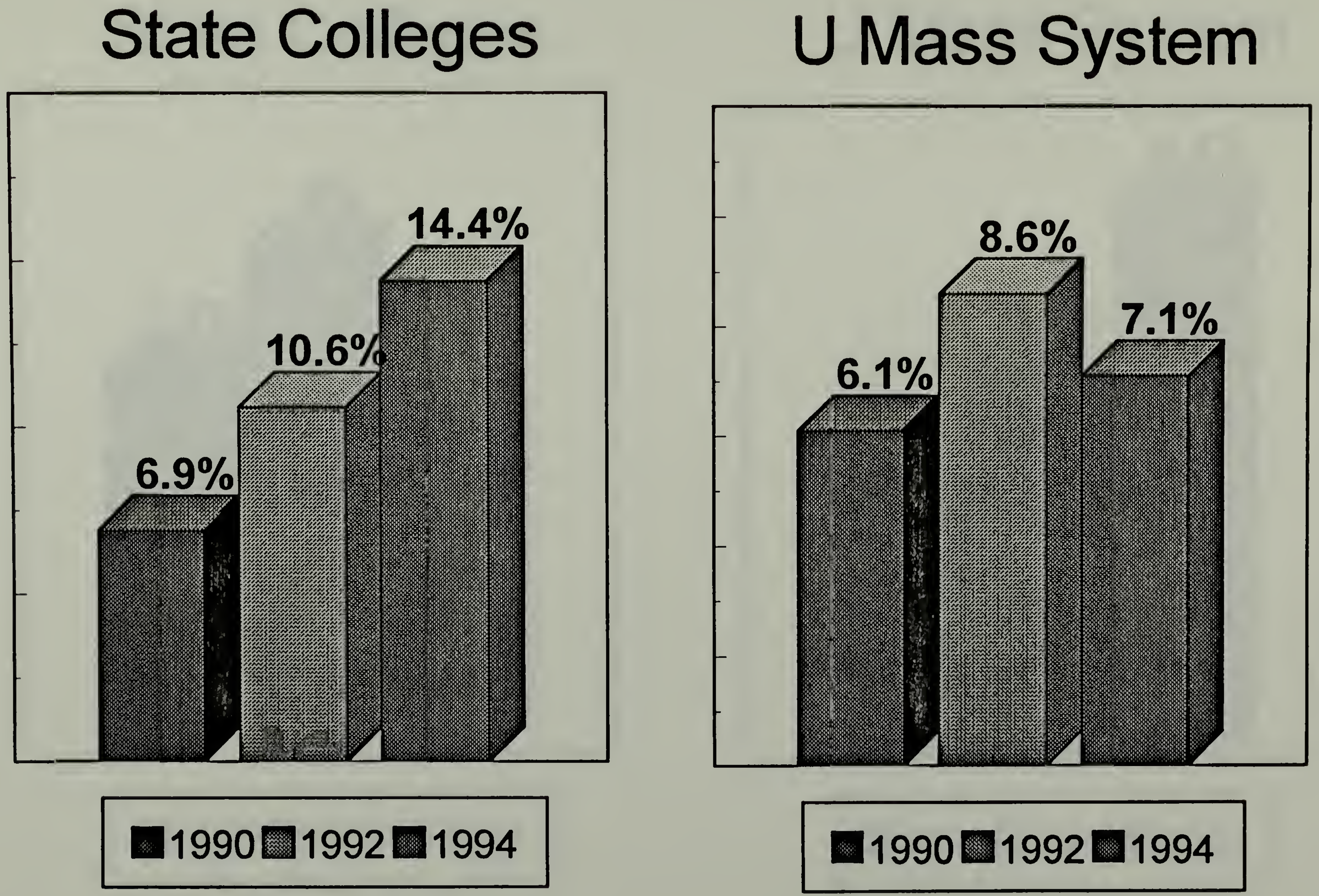
## Data on Admission Exemptions

# Freshmen Admitted with at least one Exemption, 1990-94 (percentage)

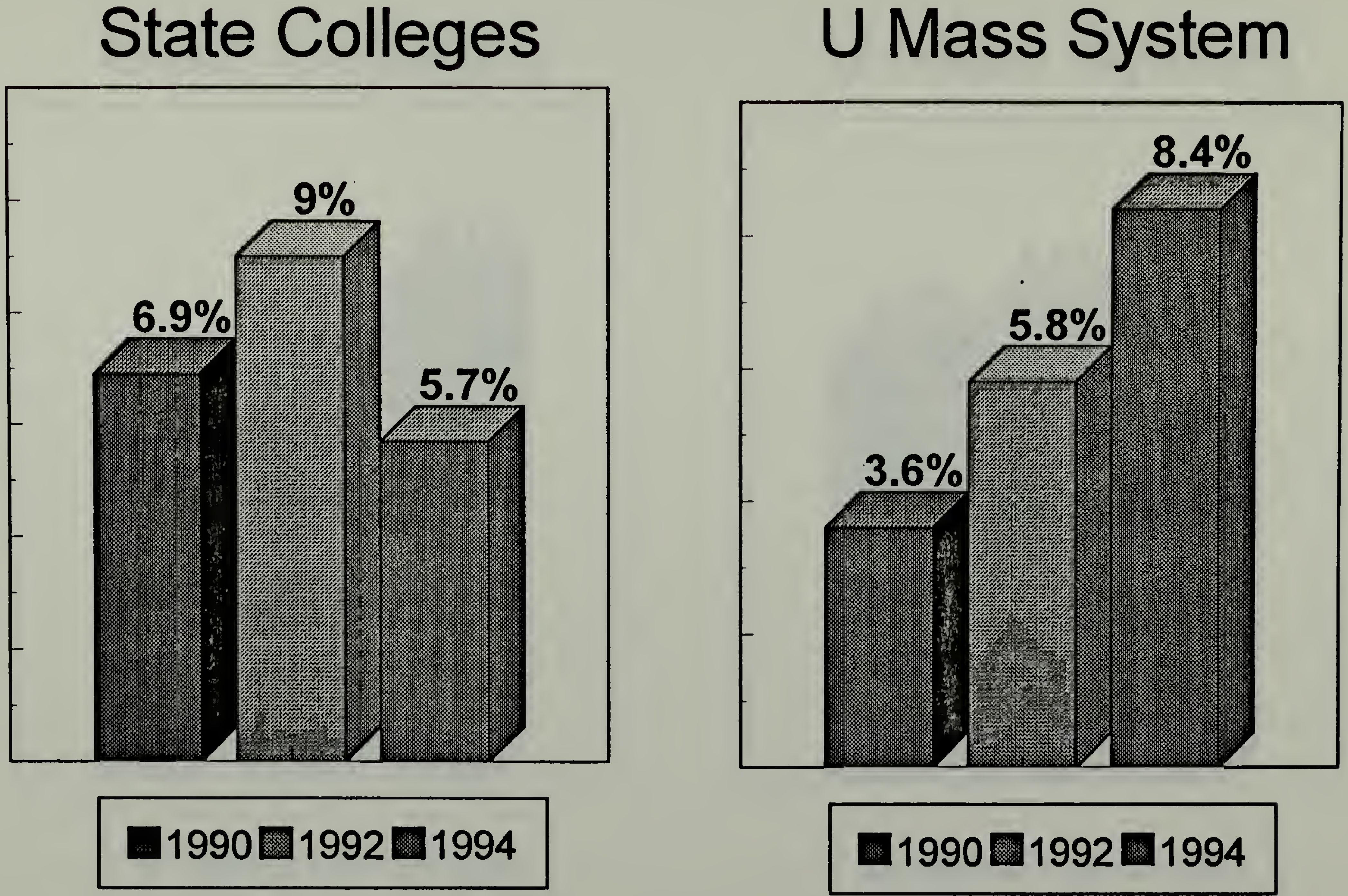

State Colleges


U Mass System

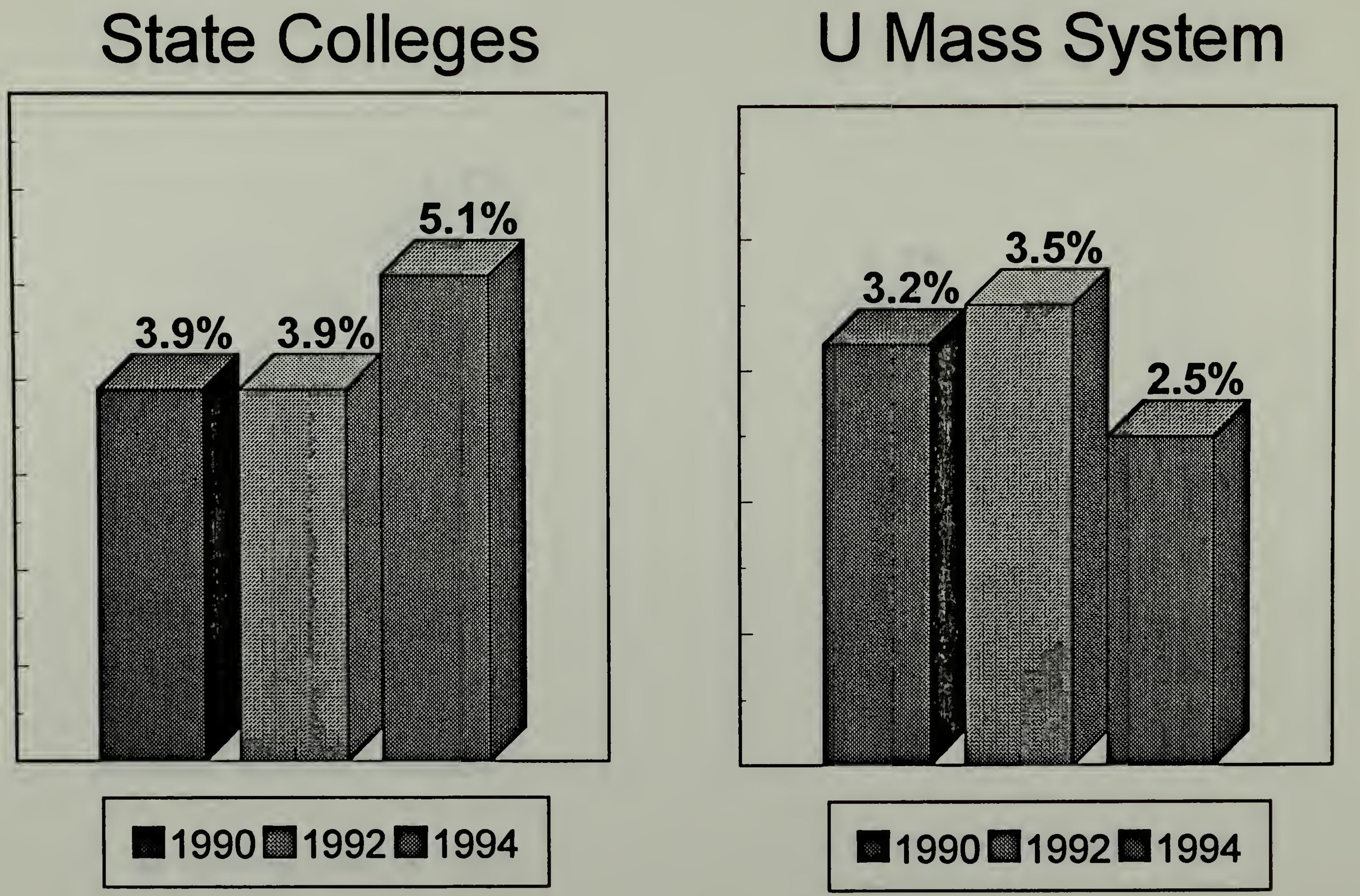
# Freshmen Admitted with "Disadvantaged" Exemption, 1990-94 (percentage)



# Freshmen Admitted with "Special Talent" Exemption, 1990-94 (percentage)

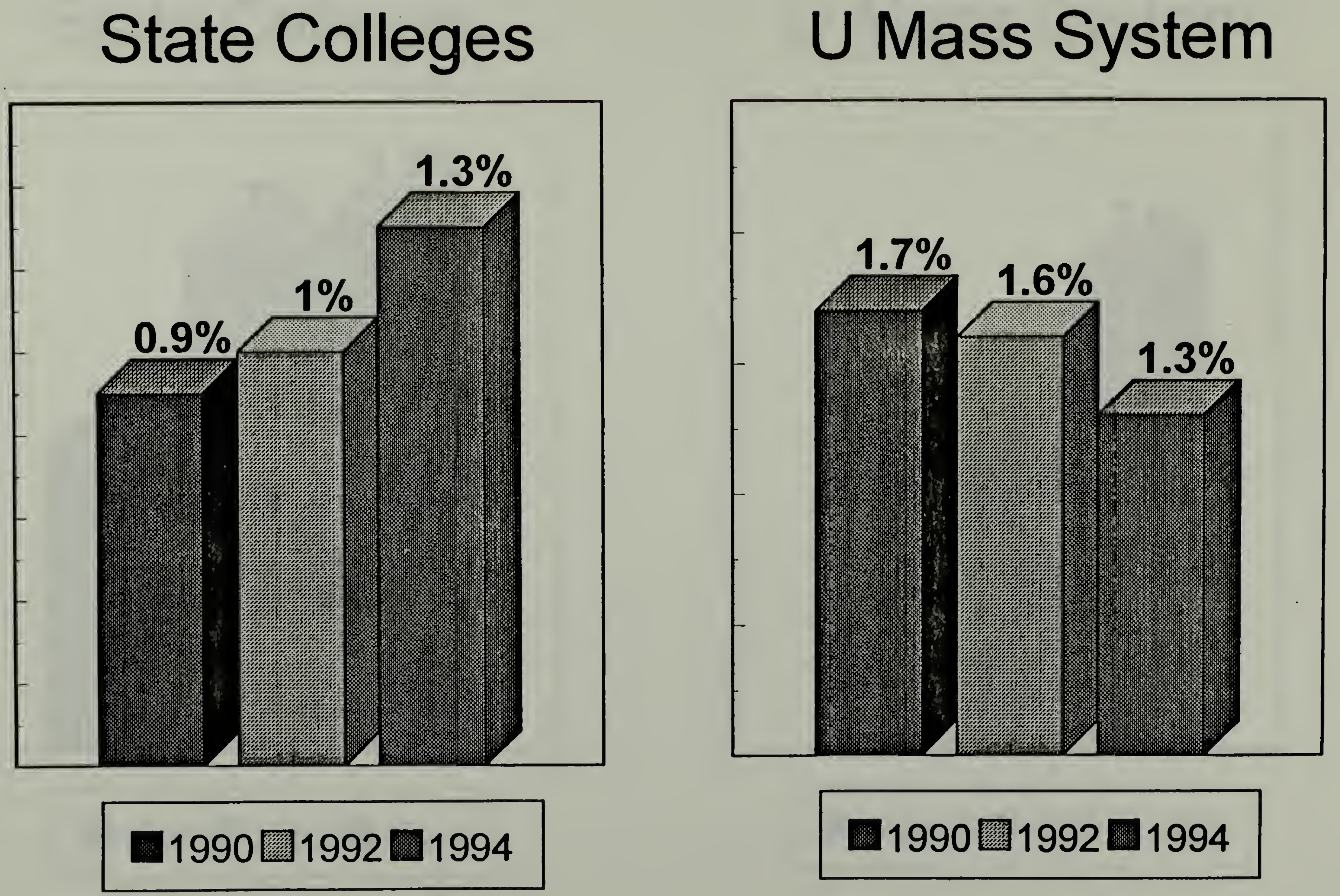


# Freshmen Admitted with "Out 3 Years" Exemption, 1990-94 (percentage)

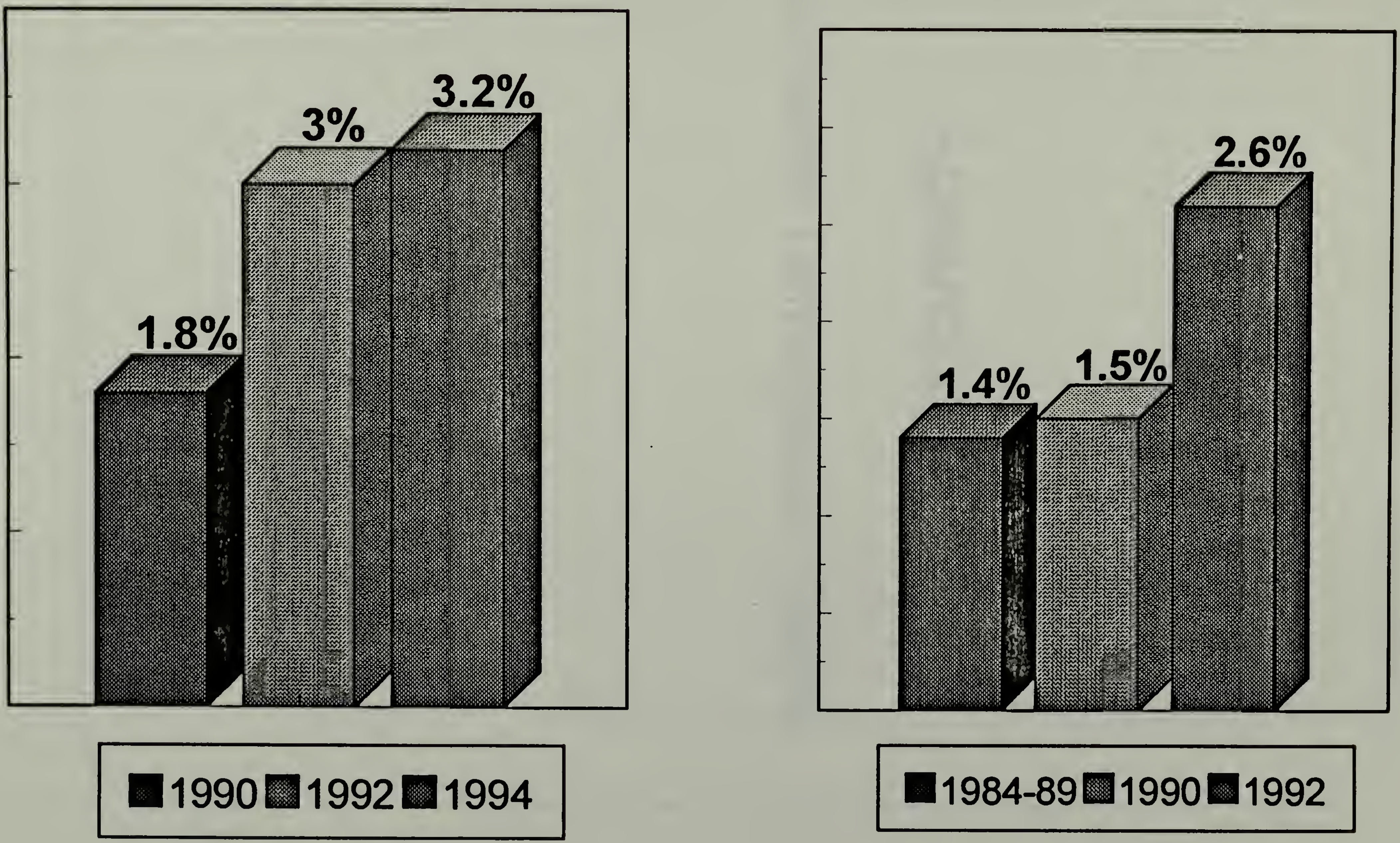


Appendix D

# Freshmen Admitted with "G.E.D." Exemption, 1990-94 (percentage)



# Freshmen Admitted with "Chapter 766" Exemption, 1990-94 (percentage)



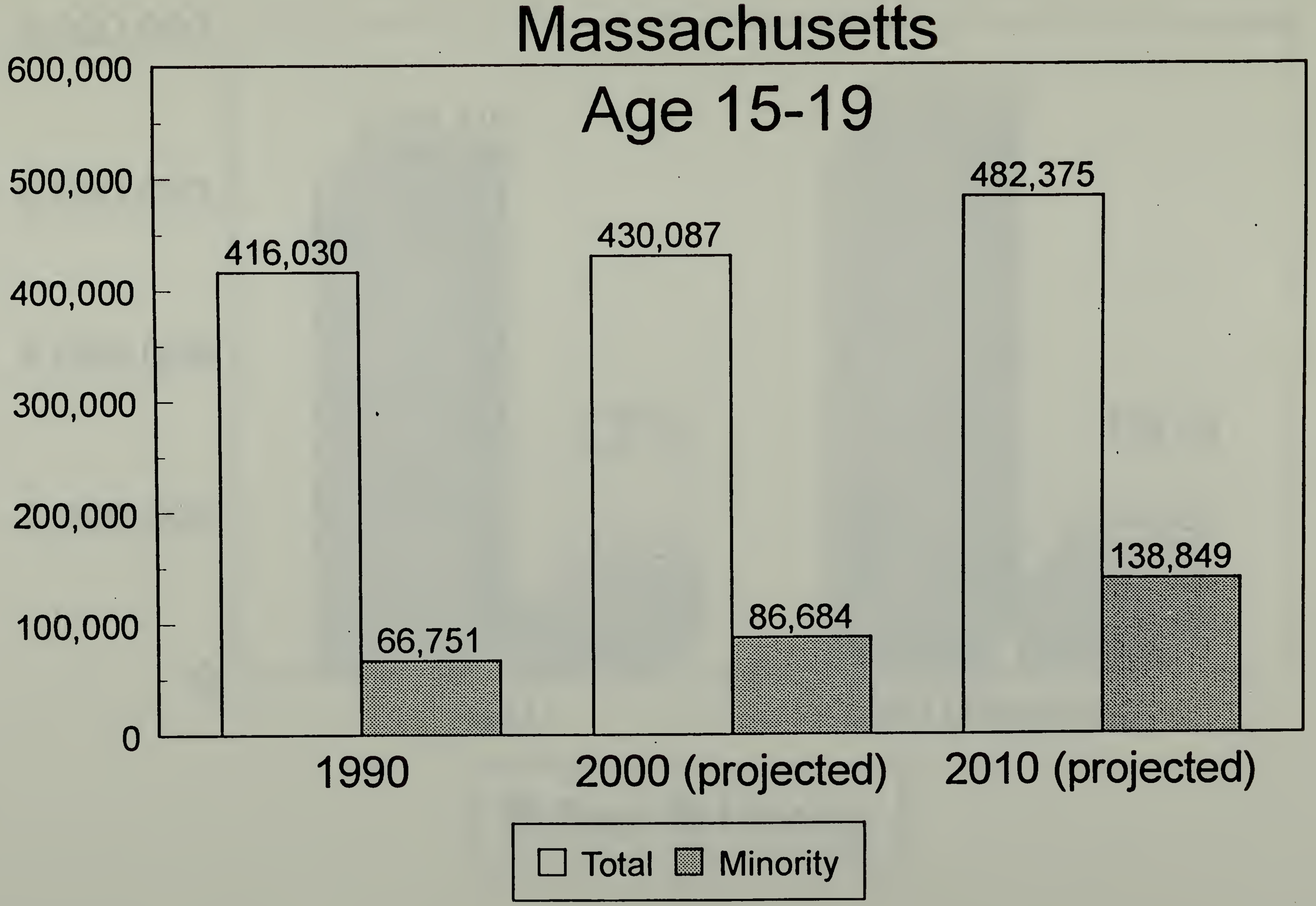
State Colleges

U Mass System

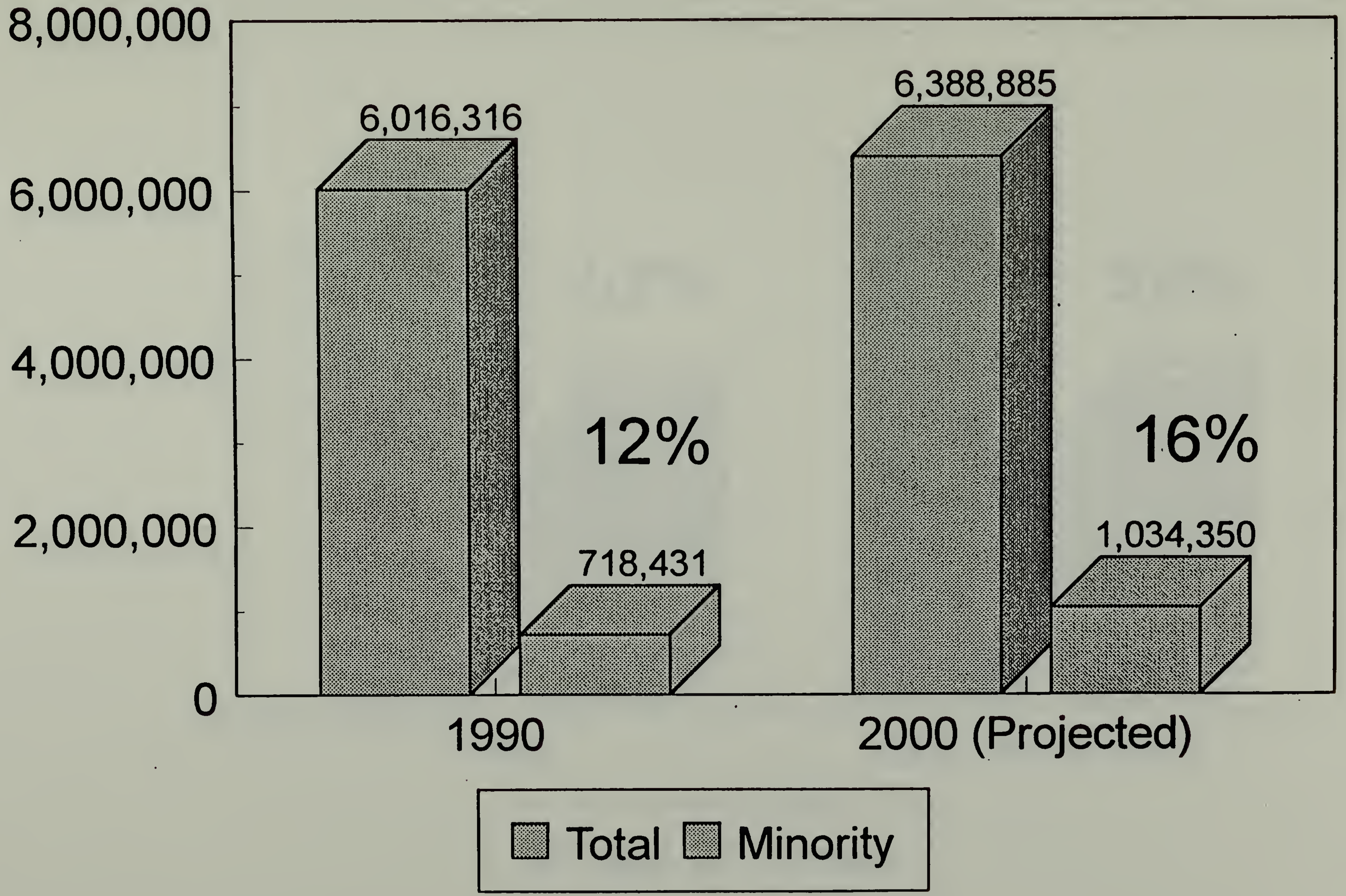
# Appendix E

## Massachusetts Demographic Trends

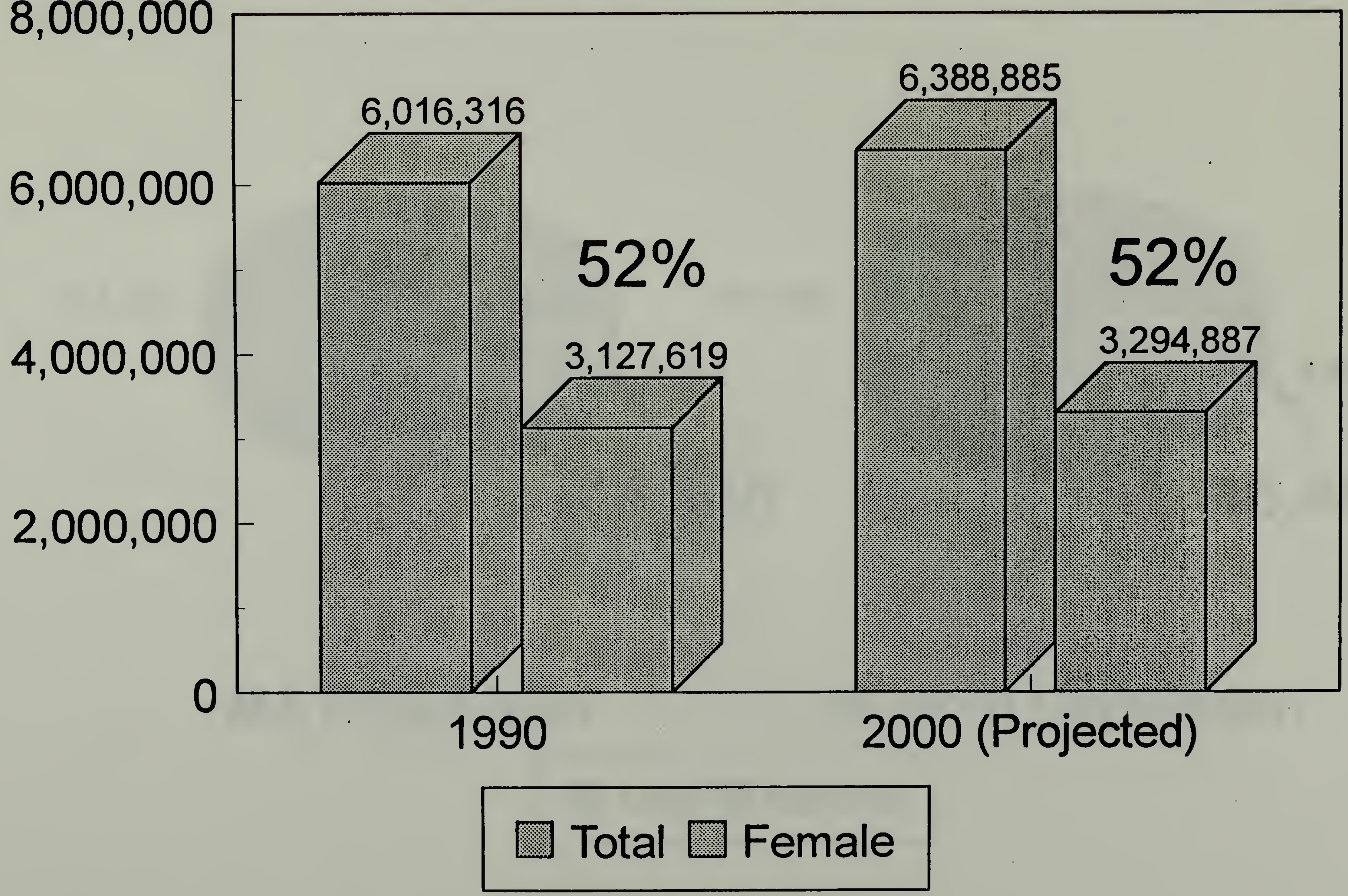
# Population Trends



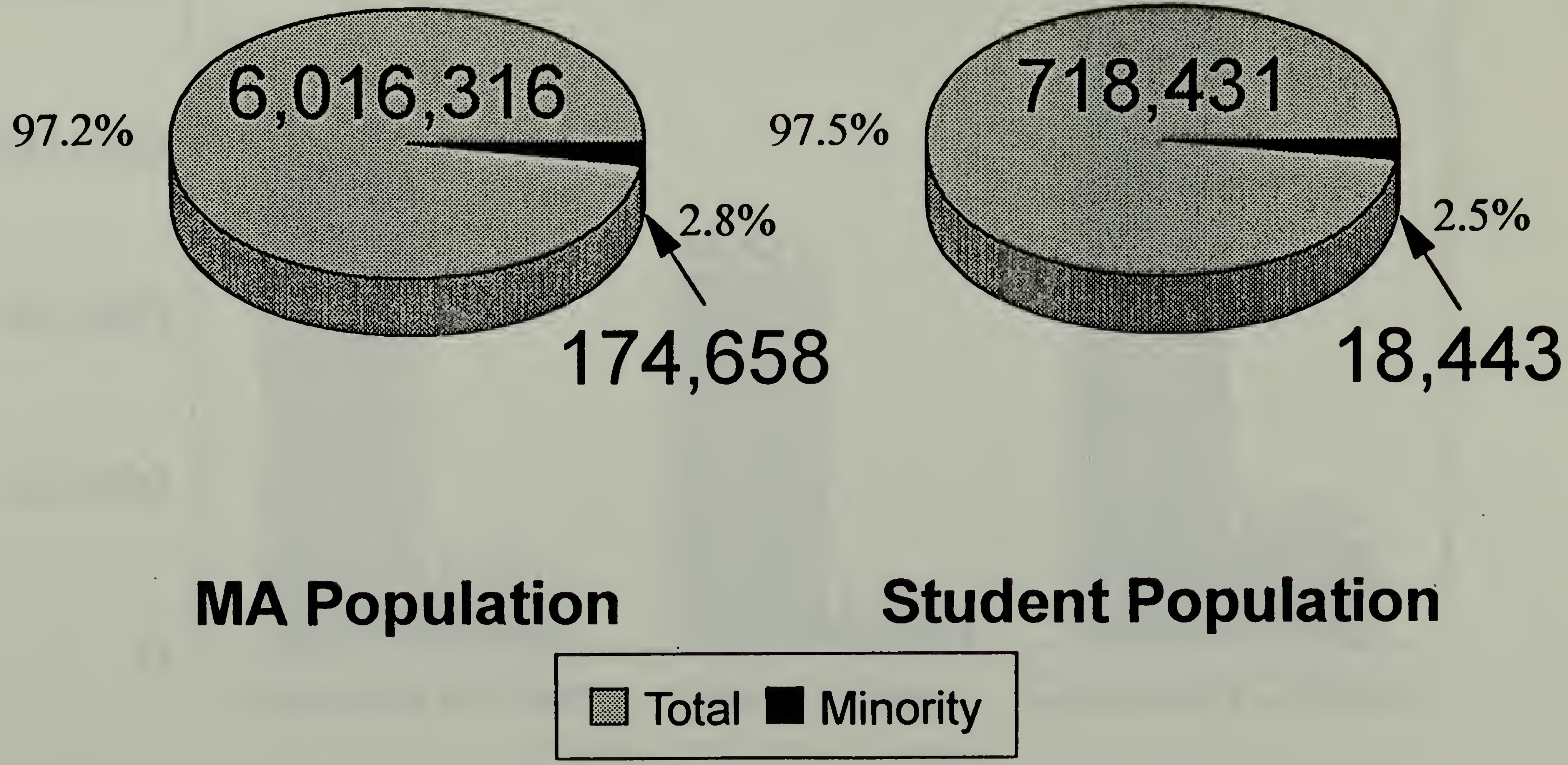
# Minorities in MA State Population



# Females in MA State Population



# Massachusetts Population and Student Headcount Enrollment 1992



Appendix E

# Distribution of Students, 1992